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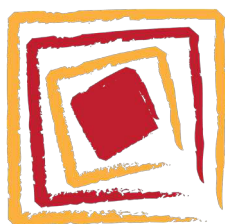
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Content

Editorial

- 6–7 We are glad to introduce our readers to new issue

Research in organizational psychology

- 8–23 Emotional and personal well-being of workers: Psychological determinants (in Russian)
L. V. Karapetyan, G. A. Glotova

Organizational psychology in practice

- 24–38 Business leaders in finance — the key measures of motivation (in English)
E. A. Strizhova, A. S. Evdokimenko
- 39–74 Talent attraction and selection practices in industrial and knowledge-intensive companies (in Russian) *A. Osipova, V. Kabalina, O. Mondrus*

Reviews

- 75–94 Small group resilience within organizations: actual state and prospects of research (in Russian) *Bagratiuni, T. Nestik*

First steps

- 95–110 Comparative analysis of professional possible selves among russian and american students (in Russian) *E. Vasilevskaya*
- 111–136 Charity brand image as a factor of giving behavior (in Russian)
O. Kalgina

Organizational psychology as the persons, dialogues and discussions

- 137–155 Academic and practical psychology (in Russian)
M. Ivanov, W. Stroh
- 156–167 Client psychotherapeutic myth: Methodological and organizational issues (in Russian)
V. Serkin

Conferences

- 168–177 Prague Summer School about some ideas of behavioral economics (in Russian)
E. Gridina, N. Meliukhina, A. Susekova, M. Pilipenko

Literary guide

- 178–183 20 most cited and 20 most recent articles on Talent anagement



ORGANIZATIONAL PSYCHOLOGY

Editorial

We are pleased to continue to acquaint readers with the latest developments in organizational psychology in 2018–4 issue of **Organizational Psychology Journal**.

In the **“Research in Organizational Psychology”** section of this issue you will find the article by *L.V. Karapetyan and G. A. Glotova “Psychological Determinants of the Emotional-Personal Well-Being of Russian Workers”* (in Russian). As a determinant of emotional-personal well-being or ill-being, the psychological characteristics of the respondents are considered here, such as adaptation capabilities and exposure to professional burnout.

The **«Organizational-psychological Practice»** section is presented in two articles. Article by *E. Strizhova and A. Evdokimenko “Leaders of business in the field of finance — key dimensions of motivation”* (in English) concludes that such motivators as “money” and “family well-being” are more important for line managers, “status” and “professional development” are perceived as more important by managers middle managers. In the article *“Practices of attracting and selecting talented employees in the knowledge economy and traditional industries”* by *A.S. Osipova, V.I. Kabalina and O.V. Mondrus* (in Russian) proposed three types of talent selection systems from the external market: systems with a focus on one group of practices; systems with a focus on the talent category; systems with an individual set of practices for each position. It was found that the use of systems with a focus on the category of talents and position is typical for companies of the knowledge economy, and systems that focus on one group of practices are typical of traditional organizations.

Article by *K. Bagrationi and T. Nestik “The viability of small groups in organizations: state and prospects of research”* (in Russian) is posted in the **«Reviews»** section.

In the **«First Steps»** section you will find articles by *E. Vasilevskaya «Comparative analysis of possible selves, associated with the profession, among Russian and American students»* (in Russian) and by *O. Kalgina, “Brand Image of a Non-Profit Organization as a Factor in Charitable Donor Behavior”* (in Russian). The first one revealed that students from the United States significantly more often than students from the Russian Federation call the hopes and fears in the profession as the most meaningful images of the future for themselves, while the latter often call the possible selves significant in the field of family and relationships. From the second one, you will learn that, for monetary donors, it is paramount to receive positive emotions from interaction with the organization, and for volunteers — well-organized activity of the organization.

Articles *«Academic and practical psychology»* by *M. Ivanov and W. Stroh* (in Russian), as well as *“Methodological and organizational issues for the development of client psychotherapeutic myth”* by *V. Serkin* (in Russian) is represented in **«Organizational Psychology in Persons, Dialogues, and Discussions»** section.

The **«Conferences»** section presents a collective article *“The Prague Summer School on some ideas of behavioral economics”* (in Russian).

In the **«Literary Guide»** section you will find our traditional article about the *20 most cited and 20 most recent English-language articles about talent management*.

Please Enjoy Reading!



ORGANIZATIONAL PSYCHOLOGY

Emotional and personal well-being of workers: Psychological determinants

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Abstract. The *purpose* of the article is to study the features of emotional and personal well-being of respondents engaged in various types of professional activities. *Study design.* The sample included such representatives of the category “workers” as doctors, teachers, psychologists, police officers, engineers, industrial workers, representatives of the service sector. To study the self-assessment of emotional and personal well-being, the authors developed the research technique of “Self-evaluation of Emotional and Personal Well-being” (SEPW). On the basis of the parameters of this technique cluster analysis was carried out that allowed to identify four groups of subjects: high, increased, decreased and low SEPW Index. It is proved that the emotional and personal well-being of respondents with different professional status has both similarities and differences. *Findings.* The highest ratings on the parameters of the SEPW methodology were noted among the specialists of professions that have special requirements for such a professionally important quality as responsibility (police officers, doctors, teachers). Among other professional groups, it is the engineers of manufacturing enterprises that estimate their emotional and personal well-being below all. The psychological characteristics of respondents (adaptation opportunities, exposure to professional burnout) are considered as determinants of emotional and personal well-being / non-well-being. *Value of the results.* The obtained data confirmed that the studied psychological characteristics are determinants of emotional and personal well-being, and showed the specificity of their manifestation in professional sectors. The results of the study can be used in the development of programs of psychological support of specialists with different professional status.

Keywords: emotional and personal well-being, self-evaluation of emotional and personal well-being, professional status, professional burnout.

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Business leaders in finance — the key measures of motivation

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Abstract. *Purpose* is to find the key measures and individual differences of business leaders' motivation for the prospective career planning. *Approach.* This article presents the results of the study carried out using a sample of a financial organization business leaders with the aim to identify the key scales of the motivational space that determine labor activity. The research analysed a sample of 670 business leaders, middle and line managers from financial organizations, and used a motivational task procedure (Strizhova, Gusev, 2013), which reconstructs motivational space. The conditions for the solution of a motivational task are realized by Motivation Map method. Diagnostic procedure places a list of motivation objects in a two-dimensional graph space of evaluation scales. *Findings.* It was found that middle and line managers have differences in their motivation. Money and family welfare are more important for line managers, status and professional and personal development are more important for middle managers, pleasure and inspiration from work has more probability for successes for middle managers, then how career growth has more probability for successes for line managers, interesting job allowing for maximum personal potential realization is more difficult for middle managers, helpfulness to others is more external for middle managers. As a result of multidimensional scaling of the data obtained, empirical scales of labour activity for line and middle managers' motivational space were also obtained. The results of the research can be used by hr manager and organizational psychologist, interested in executive coaching and talent pool development. *Value of the results.* The results can be used in prospective planning of the career development.

Keywords: labour motivation, talent management, motivational task, motivational map.

Introduction

The development of leaders is a priority for an organization's HR management. Leaders are the participants of focused development programs, their achievements and competencies are regularly evaluated to decide whether a leader is ready for an appointment. In this regard, motivation is important, since working effectively in the current position and the necessary competencies are necessary, but not sufficient to predict the success in a new position.

Workplace motivation is a key point of talent-management. Whether it is positive or negative for each motivational factor can influence a leader's commitment and career progress. In order to prevent the resignation of talented business-leaders, HR-managers or psychologists should have a straightforward tool for assessing key motivation factors for the group and for the individuals.

L. Bernard, M. Mills, L. Swenson and R. Walsh (2005) describe motivation as “purposeful behaviour that is ultimately directed toward a fundamental goal” (p. 129). They propose that due to the randomness of behaviours and interests, an individual’s differences may be guided by motives. Based on this, this study investigates which guiding factors or motives are the main ones in business leaders’ motivational space.

This article presents the results of research conducted in the financial sector to identify the key scales of the motivational space which determine the labour activity of business leaders – middle and line managers. The study is also exploratory for the new measurement tool “Motivational task procedure” (Strizhova, Gusev 2013) and aimed to find differences in motivational space structure between line and middle managers.

Motivation as a subject of investigation

The motivational sphere of the personality is the core link in its psychological organization, making it possible to study the activity, semantic and emotional spheres, and giving a better understanding of human behaviour. This problem has been considered by researchers from various fields such as psychology, sociology, management, economics.

Modern motivation psychology combines both theories and experience. Researchers create models focused on quantitative methods and actively use mathematical tools to create structural models. Quantitative methods have become more popular than qualitative ones, and researchers have shifted their emphasis from studying the relationships between structures to the structures themselves (Ahmed et. al., 2010; Catania, Randall, 2013; Creswell, 2014).

In order to study motivation it is necessary to be able to accurately and correctly evaluate it. In this context, psycho-diagnostics and psychometrics consider a number of problems that require more in-depth study (Dar, 2014; Dysvik, Kuvaas, 2013; Park, Rainey, 2012).

The forces which influence human behaviour lie in the internal-external dichotomy. Motivation is understood as an impulse originating within the body, representing an instinctive need, the subject of a certain need, and an internal activity determinant. On the other hand, the notions of “valence”, the force possessed by the objects of the external world capable of “attracting” and “repelling” the individual, and of stimulation were developed.

Motivational phenomena were considered as a meaningful class of activity purposes, existing in the form of stable value dispositions of a higher order that are not congenital, but dependent on social norms or acquired as a result of learning. At the same time, a number of authors distinguish the class of innate needs. Analysing various approaches to the consideration of motivational phenomena, V. Viliunas notes two possible accents: on the subject or on the energy characteristics (Vilunas, 2006). He considers the nature of motivation which consists of the dynamic interconnection of external and internal phenomena, a process within which a person selects their behaviour based on the expected consequences occurring in the interaction of the individual and the situation (J. Nutten, H. Hekhausen) and the concept of motive as an object meeting a need (Leontiev, 1978) or a motivational object (Nutten, 1985).

J. Nutten’s motivation theory unites different traditions of motivation study: behaviourist, psychodynamic, humanistic and cognitive (Nutten, 1985; Pratarelli, 2012). According to the author’s conception, the one-sidedness of previous approaches is largely overcome. The starting point of Nutten’s motivation model is the system of human-world interaction. Motivation is defined in terms of a preferred relationship between the human and its environment which emphasizes dynamic and purposeful behaviour. Since the way behaviour is understood largely determines the understanding

of motivation, the author suggests a model of behaviour. In his concept, J. Nutten uses such concepts as motivation, need, motivational object and behaviour.

Behaviour means the aggregate of all mental functioning, whereas the behavioural process itself is the relation or interaction with the object or the impact on it. Therefore, the personality, according to J. Nutten, cannot exist without a link with the behavioural world. Motivation refers to the dynamic, guiding aspect of behaviour, and determines the direction of a particular behaviour to one category of objects.

J. Nutten identifies two trends in human motivation. The first is self-determination and the second is the need for contact (Nutten, 1985). These needs can be seen as more fundamental directions of behaviour, closely related to each other, and present in a specific motivational structure.

These objects-targets or, in the terminology of J. Nutten, “motivational objects”, are signs or time indices. The temporal perspective assumes that events with their time signs are in a temporal perspective, just as objects existing in space are seen from a visual perspective. Temporal perspective is understood as temporal change in the behavioural world.

Motivation diagnosis: a brief overview

The diagnosis of motivation (including work motivation) has reportable and unreportable components, and dispositional and situational formations. Despite a large number of tools, the problem of diagnosis is still relevant. Most tools are applied either to reportable or to unreportable aspects of motivation. A few work at the junction of direct and indirect approaches such as Nutten’s motivational induction method. This is built on the principle of unfinished sentences, but processing the results of such (semiprojective) methods requires a diagnostician and is difficult to automate.

Multiple indicators intended to measure a particular motive often have weak intercorrelations. This is so for example for projective and self-report indicators (McClelland, Koestner, Weinberger, 1989). Asking why this is so, we can suggest the reasons, connected with meaningfulness of the motive constructs and with the validity of the methods (Bilsky, Schwartz, 2008). Also, we should take into consideration, that projective measures primarily assess affective aspects of a motivation when self-reports — cognitive aspects. In this case projective measures can be classified as need indicators and to self-reports as value indicators (McClelland et al., 1985). The same distinction between implicit (need) measures and explicit (self-attributed value) measures are made by H. Kehr (2004) and L. King (1995).

There are very few diagnostic tools to evaluate motivation at work, but many for assessing general motivation, including the Individual motivation test developed by A. Shmelev (www.ht.ru); I. Kokurina’s labour motivation study method; E. Kupriyanov’s labour motivation questionnaire; E. Osin, T. Ivanova, N. Gordeeva’s professional motivation questionnaire (PMQ), H. Hogan (MVPI). Methods to evaluate an individual’s general motives are often used, such as power, achievement, avoidance, leadership, affiliation (Shapkin’s power, motivation, achievements and affiliations questionnaire, A. Mehrabian’s achievement motivation questionnaire, H. Hekhausen’s achievement motivation questionnaire, R. Nigard and T. Giesme’s questionnaire for measuring success motivation and failure avoidance). Motivation diagnosis involves mainly the use of questionnaires and test methods: psychosemantic, projective and semiprojective tools (TAT, I. Solomin’s “psychosemantic technique for the diagnosis of hidden motivation”, A. Shmelev and V. Babina’s “test of humorous phrases”, J. Nutten’s “method of motivational induction”) constitute a small share of the total number of methods (Strizhova, Gusev, 2014).

In order to take into account the specifics of motivation, it is necessary to ensure a movement toward a “synthetic” procedure that would include its conscious and unconscious components

under experimental conditions. Some existing techniques create a number of special conditions for testing by immersing the subject in a situation of choice and comparison. For example, I. Kokurina considers motivation in three situations (money, collective and labour), while the procedure contains a mechanism for comparing the proposed statements with the forced choice of one of them; Sh. Richi and P. Martin require the distribution of 11 points among four statements-answers to questions weighing alternatives (Richi, Martin, 2009).

Taking into account this tendency in the development of methodological tools for motivation diagnosis, and the urgency of creating specialized tools for evaluating the motivation for work, a methodical tool for evaluating motivation for labour activity was developed, which presupposes the decision of a specially designed motivational problem for the subject under conditions of forced comparison of motivational objects for a number of evaluative dimensions (Naile, Selesho, 2014).

Motivational task as an approach to motivation diagnosis (Strizhova 2012; Strizhova, Gusev, 2013) is based on the transition from “pure motives” to the motivation measurement principle within the framework of a solution to a “motivational problem”. The working concept of “motivational problem” is based on A. N. Leontiev’s definition of a problem as a goal given under certain conditions (1978). In this regard, the motivational problem is understood as a tool for consistent human reflection on the actual field of motivational objects and the subsequent reconstruction of their individual motivational space on this basis.

Motivational objects (Nutten, 1985) are different but functionally identical objects, which are the manifestations of general needs that underlie a wide variety of motivations. The term “subjective motivational space” was used with multidimensional scaling (Gusev, Utochkin, 2011). The operationalization of the motivational problem relies on Lewin’s (2008) idea of psychological fields. Field theory assigns the key role to the dynamic aspect of need, whereas objectification puts the main emphasis on valence or each object’s properties. The analysis within the concept of the psychological field should be focused on the content of needs and the presence of the valence of motivational objects. It is useful to talk about the motivational field as a field of motivational objects interacting with a subject.

General description of the algorithm for the motivational task resolution

1. Conditions of the motivational task

In order to establish a diagnostic procedure based on the resolution of a motivational task, we developed its conditions, an algorithm for its resolution, and a selection of motivational objects. For this purpose an empirical survey was conducted using 15 motivational objects (see Fig. 1) relevant to the respondent’s work, and the evaluation scales.

2. Ordering the motivational objects

The first condition of the motivational task is based on the hierarchy of motives and determines the need for the respondent to order the motivational objects according to their subjective prioritizing (Leontiev, 1978). The researcher collects information about the hierarchy of the motivational preferences of the respondent.

3. Location of the subjective centre of a motivational space

This condition is justified by the concept of a psychological field by Lewin and the concepts of figure and background developed in the gestalt psychology (Lewin, 2008). According to him, the psychological field is the structure where the behaviour of an individual takes place. It comprises the motivational orientations of an individual and their objectives. This condition defines the subjective centre of the coordinate system, which builds part of the background for motivational objects of sub-

ordinate priority. A motivational sphere with one or more centres is developed in the set coordinate system with the most important motivational objects serving as the centres.

The respondent, along with comparing motivational objects while placing them within the frame of two evaluation scales, shapes the next condition of the task setting. By these means a reconstruction of the respondent's motivational field and its graphical representation are made possible.

4. Multiple comparative appraisal of motivational objects

This condition of the motivational task employs the classical principle of indirect scaling developed by Terstown, acquiring scale variables through multiple comparative appraisals conducted by the examinee. Multiple comparative appraisals strengthens the reliability of the conclusions. First, it is known that the comparison of the objects against a specified quality has advantages over direct estimation. The comparative appraisals made enable the registration of conscious and unconscious motivational components. Second, this procedure minimizes the impact of social expectations present in most popular questionnaires.

This procedure can be expressed graphically ensuing the reconstruction of a multidimensional subjective motivational space. The fourth condition is determined comparing the motivational objects with the previous ones. It encourages the examinee to conduct comparative appraisals of the motivational objects and then place these objects against each other in a graphical coordinate system with subjective centres determined by the priority of the objects.

We assume that the subjective centres have a leading role in developing the respondent's internal coordinate system during the comparative appraisal of the motivational objects. Through repeated reflection the respondent reconstructs a motivation field graphically defining the subjective relations between its objects and so communicates important psycho-diagnostic information about the field.

While placing the second and sequential objects the axes of the graphical space become tentative, their function reducing to determining the location of the new objects against the ones already introduced. Every new object adds to the tentative character of the axes, as the respondent has already selected the subjective measure when placing the first and second most important motivational objects. This assessment procedure ensures there is a proper balance between the direct and indirect measurement of motivation, which increases the reliability of the motivation assessment conclusions.

5. Sequential refinement of the motivational objects appraisals

This condition is consistent with the third and gives the most accurate and reliable appraisal possible. This condition is based on the feasibility of correcting the previously introduced objects as a result of the sequential inclusion of new objects into the graphical space. This encourages the examinee to review their attitude to the objects already in the field and to the spaces between these objects; such a review is triggered by every new object. As the priority of every new object is lower than that of the previous one, the increased cognitive complexity associated with the review and re-assessment of the personal attitude to the motivational objects is compensated for by the decrease in the cognitive complexity associated with the evaluation of the less important objects. This fifth condition provides an opportunity to specify the subjective idea of relations between the motives and enhances the accuracy and reliability of the comparative appraisals.

The final condition of the task placing money (which was not suggested to the respondent for primary ordering) within the graphical space after the respondent had placed all the previously suggested motivational objects. Money may serve a purpose of work motivation assessment due to the fact that it reflects the material interest-based motivation and provides an opportunity for assessing the influence of material incentives on the immaterial motives of the examinee. The sixth condition encourages the examinee to reassess the whole system of their assessments of the motivational objects. The inclusion of this condition allows us to acquire information about competing motives,

which is important for any employer when developing material and immaterial incentive programs.

Registered parameters of the motivational task

In the course of the task the following parameters of diagnostic interest are acquired: the time required to resolve the task; the order of the motivational objects; the absolute estimations of the motivational objects; the relative estimations of the motivational objects perceived as the Euclidean distances between the objects; the absolute estimations of the motivational objects after money had been introduced; the relative estimations of the motivational objects perceived as Euclidean distances between the objects when placed within the frame of assessment criteria after the object of money had been introduced.

Empirically testing the methodology

The methodology of the Motivational Map was empirically tested on 206 Russian speaking respondents employed in the finance sector (Strizhova, 2014). The construct validity of the methodology was assessed using regression analysis. The scales used in the standard methodologies of work motivation assessment served as the independent variables, while the parameters registered by the developed methodology served as the dependent variables. In the course of the validity analysis 32 highly important regression models were established; their explanatory dispersion ranging between 50% and 70%.

The retesting reliability was assessed through a comparison of the factor structures deduced from the parameters registered by the methodology. Correlation coefficients ranging between 0.61 and 0.84 were established.

The representational force of the methodology was established through the assessment of the normality of distribution of the registered parameters: for 87% of the parameters a normal distribution was confirmed (Strizhova, 2014).

Method

Sample

The research involved 670 people aged 22 to 61 years, of whom 324 (48%) were women; all of respondents have higher education; 363 people (54%) were middle managers in financial organizations, other — line managers.

Stimulant material

The “Motivation Map” technique (Strizhova, Gusev, 2013) was used, programmed for the demonstration of data about the respondent on the computer monitor (see Fig. 1.):

- a set of instructions which implement an algorithm for solving the motivational task;
- a standardized list of motivational objects for financial sector employees (such as “career growth”, “status”, “pleasure”, “inspiration from work”) (Strizhova, Gusev, 2013)
- a scale for the evaluation of motivational objects, grouped in pairs within the same coordinate system and presented to respondents graphically in electronic form:
 - 1) “Importance” — “Success probability”;
 - 2) “Progress” — “Difficulty”;
 - 3) “Effort” — “Cause” (Strizhova, Gusev, 2013).

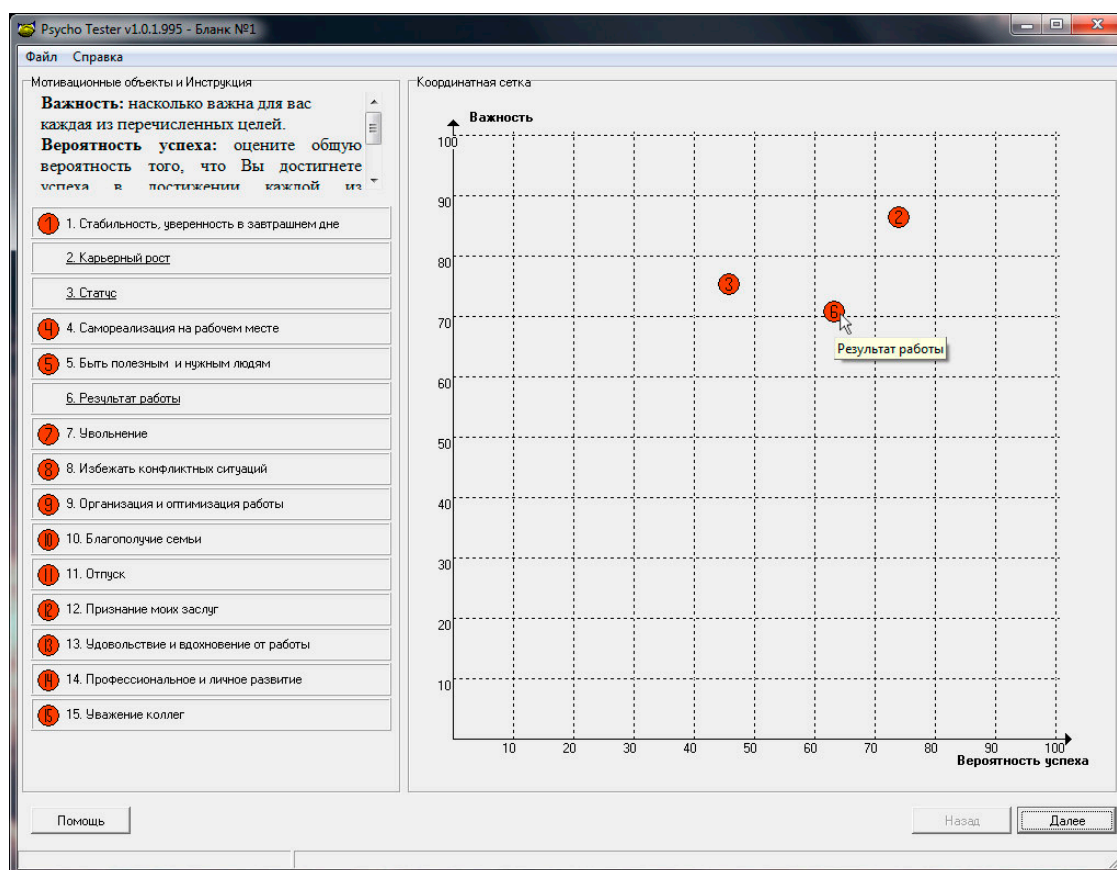


Figure 1. The electronic form “Motivation Map”

Note: Text in Russian on Fig. 1. Instructions for the respondent.

Importance: the importance extent of each of the above stated purposes. List of motivational objects:

- | | |
|---|---|
| 1. Stability. Confidence in the future | 9. Work organization and optimization |
| 2. Career development | 10. Family welfare |
| 3. Status | 11. Vacation |
| 4. Realization of personal potential at the workplace | 12. Merits recognition |
| 5. Usefulness and pertinence to others | 13. Pleasure and inspiration from work |
| 6. Work results | 14. Professional and personal development |
| 7. Dismissal | 15. Respect of colleagues |
| 8. Avoidance of conflict situations | |

Scales: Importance, Success probability.

Procedure

The research was timed. Each respondent participated in the research individually working on a computer. The procedure included a standard set of steps.

Step 1. General briefing.

Step 2: Familiarization with the wordings of motivational objects.

Step 3: Familiarization with the coordinate system of form No. 1 (“importance” and “success probability”).

Step 4. Selection of the most important motivational object and charting the object on the coordinate system (dragging the number of the motivational object with the cursor).

Step 5. Selection of the next most important motivational object and charting it on the coordinate system in relation to the first one.

Step 6. Charting of the subsequent motivational objects in descending priority order with the possibility of adjusting the position of any of them.

Step 7: Familiarization with form №2 and repetition of steps 4, 5, 6.

Step 8. Familiarization with form №3 and repetition of steps 4, 5, 6.

Step 9: Next, the respondent is presented three electronic forms, one after another. Each form contains motivational objects already placed by him on the coordinate system. In addition, the chart shows a new motivational object, "Money", and the respondent is given instructions to place it in the coordinate system. In this case, the respondent may change the position of any motivational object charted on the form.

During the test the following indicators were defined by the computer program:

- questionnaire parameter: the time taken by the respondent;
- motivational object selection order;
- the absolute evaluation of the 15 motivational objects in the space of all rating scales pairs (i.e. projection of motivational objects for each rating scale) up to "Money";
- 16 motivational objects absolute evaluation in rating scales space (i.e. projection of motivational objects for each rating scale) after "Money".

Results

Raw data

A 670x180 array was formed: 180 parameters were combined for each of 670 respondents in a single array.

Among these parameters are the following primary ("raw") and secondary (calculated) data.

15 * 6 = 90 parameters: 15 motivational object coordinates according to each of the 6 author's scales;

15 * 6 = 90 parameters: 15 motivational object coordinates in 6 evaluation scales space after charting "Money".

Measuring representativeness study

The financial sector representativeness analysis resulted in raw data distribution normalcy evaluation and comparison of the topology of multidimensional motivational spaces, obtained in two sub-samples of the main sample and divided in half at random in order to test the possibility of disseminating the findings of the research.

The normalcy of the raw data distribution and the distribution of the motivational object coordinates according to the evaluative scale score were evaluated using Kolmogorov-Smirnov's test coefficient. This procedure was carried out since a normal curve suggests the representativeness of test standards (Shmelev, 2004). In Table 1 criteria values reflecting data normalcy are in bold.

The normalcy results argue for representativeness: a normal distribution of raw scores on the majority of the estimated parameters was obtained. However normalcy is not necessary for representativeness. It can be achieved in the absence of normal distribution (Shmelev, 2004). Therefore, the metrics of motivational multidimensional spaces obtained for two subgroups of respondents formed by bisecting the sample randomly were compared in order to study their representativeness. For that a multidimensional scaling procedure (ALSCAL, Euclidean model of individual differences) was performed.

An analysis of the two-dimensional space models (see Figure 2, Figure 3) built as a result of the multi-dimensional scaling, shows the motivational spaces are topologically identical. Given this

and the majority of the data parameters with a normal distribution, it is possible to talk about the representativeness of the findings in the sample of financial experts.

Table 1. Normalcy of distribution of the raw data obtained prior to “Money ...” object charting*

Parameters	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15
Importance	1.41	1.01	.96	.98	1.18	1.31	1.14	1.02	1.02	2.17	.88	.98	.96	1.65	1.58
(K-S; <i>p</i>)	.05	.07	.33	.29	.15	.04	.01	.19	.16	.001	.47	.22	.28	.05	.08
Success probability	.93	.89	.93	.89	.94	1.11	2.45	1.17	1.01	1.09	.63	.91	1.64	1.61	.99
(K-S; <i>p</i>)	.31	.41	.31	.54	.31	.02	.00	.18	.26	.05	.84	.50	.13	.17	.23
Progress	1.38	1.38	.94	1.34	1.01	.99	2.33	1.04	1.01	.69	.88	.69	1.01	1.69	2.19
(K-S; <i>p</i>)	.19	.19	.44	0.12	.07	.34	.00	.27	.26	.71	.56	.70	.22	.10	.00
Difficulty	.86	.58	.44	.88	1.14	.80	1.89	1.77	.78	.98	.99	.69	1.01	.71	1.31
(K-S; <i>p</i>)	.55	.83	.99	0.57	.08	.79	.01	.04	.71	.36	.23	.67	.20	.62	.11
Effort	1.33	1.08	1.06	1.06	.98	1.51	2.45	1.68	.95	1.33	.75	.44	.87	.99	.82
(K-S; <i>p</i>)	.19	.23	.23	0.24	.36	.15	.00	.10	.35	.13	.88	.95	.49	.29	.45
Cause: external-internal	.43	.97	.81	.81	.83	.81	.96	.81	.77	.77	.88	1.01	1.09	1.09	.78
(K-S; <i>p</i>)	.92	.33	.51	.42	.49	.76	.37	.54	.84	.83	.51	.35	.25	.27	.60

Table 2. Normalcy of distribution of the raw data obtained after “Money...” object charting*

Importance	1.77	1.14	1.32	.81	1.19	2.01	1.99	.80	.88	1.81	.81	.85	.80	1.79	1.39
(K-S; <i>p</i>)	.01	.26	.12	.70	.14	.03	.01	.46	.43	.01	.55	.46	.41	.03	.11
Success probability	1.77	1.03	.91	1.21	.98	1.42	2.93	1.01	1.15	1.01	.69	.81	.95	1.21	1.17
(K-S; <i>p</i>)	.01	.19	.32	.10	.18	.06	.00	.17	.12	.07	.75	.41	.11	.08	.13
Progress	.99	1.01	.69	.97	1.01	1.50	2.90	.80	.94	.14	.86	.69	1.12	1.44	2.19
(K-S; <i>p</i>)	.30	.17	.76	.32	.07	.15	.00	.41	.33	.29	.56	.75	.24	.16	.00
Difficulty	.78	.81	.58	.88	1.06	.53	2.18	1.23	.81	.79	.98	.88	.90	.77	1.01
(K-S; <i>p</i>)	.72	.65	.97	.55	.13	.93	.00	.06	.45	.42	.28	.58	.33	.69	.32
Effort	1.15	1.21	1.12	.99	.98	1.91	1.98	1.17	.98	1.75	.88	.51	.98	1.11	.91
(K-S; <i>p</i>)	.11	.22	.27	.33	.33	.02	.00	.13	.29	.04	.55	.94	.35	.25	.42
Cause: external-internal	.68	.81	.84	.87	.75	.50	1.22	.75	.51	.69	.80	.86	.81	.75	.78
(K-S; <i>p</i>)	.80	.50	.44	.35	.55	.94	.21	.56	.90	.78	.69	.38	.43	.57	.85

Note: * The parameters characterizing the normalcy of the data distribution according to a parameter are in bold.

Motivational objects:

M1 — Stability, confidence in the future;

M2 — Career growth;

M3 — Status;

M4 — Interesting job allowing for maximum personal potential realization;

M5 — Helpfulness to others;

M6 — Work results;

M7 — Dismissal;

M8 — Conflict situations avoidance;

M9 — Work organization and optimization;

M10 — Family welfare;

M11 — Vacation;

M12 — Merits recognition;

M13 — Pleasure and inspiration from work;

M14 — Professional and personal development;

M15 — Respect for colleagues.

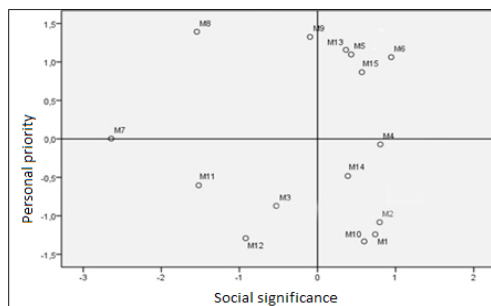


Figure 2. Multidimensional motivational space of subsample 1

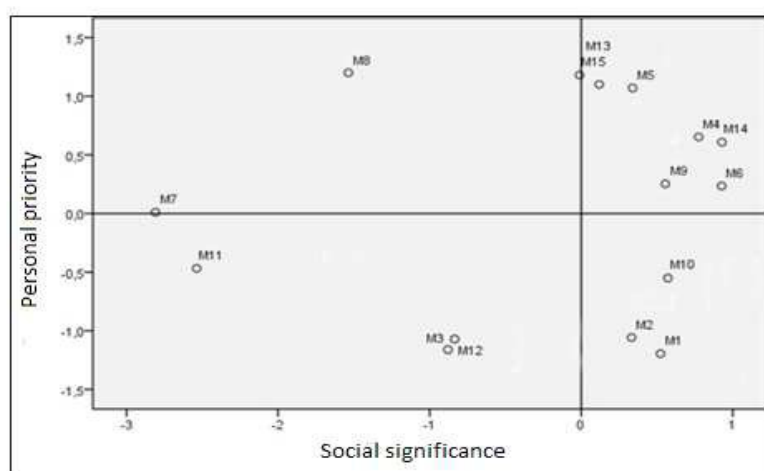


Figure 3. Multidimensional motivational space of subsample 2

Motivational space factors for middle and line managers

First of all, we wanted to find, are there any differences in motivation between middle and line managers. To answer this question, we have conducted dispersion analysis and found that:

- 4.44% parameters have significant differences for subgroups of middle and line managers (Levene's F-test: from 4.713 to 53.378; Sig from .047 to .00)
- These individual differences are:
 - Motivational object «Money» is more important for line managers ($F = 53.378$; Sig = .00)
 - «Family welfare» is more important for line managers ($F = 47.583$; Sig = .00)
 - «Career growth» has more probability for successes for line managers ($F = 28.0883$; Sig = .00)
 - «Helpfulness to others» is more external for middle managers ($F = 34.272$; Sig = .00)
 - «Status» is more important for middle managers ($F = 21.512$; Sig = .00)
 - «Professional and personal development» is more important for middle managers ($F = 24.669$; Sig = .00)
 - «Pleasure and inspiration from work» has more probability for successes for middle managers ($F = 7.611$; Sig = .019)
 - «Interesting job allowing for maximum personal potential realization» is more difficult for middle managers ($F = 4.713$; Sig = .047)

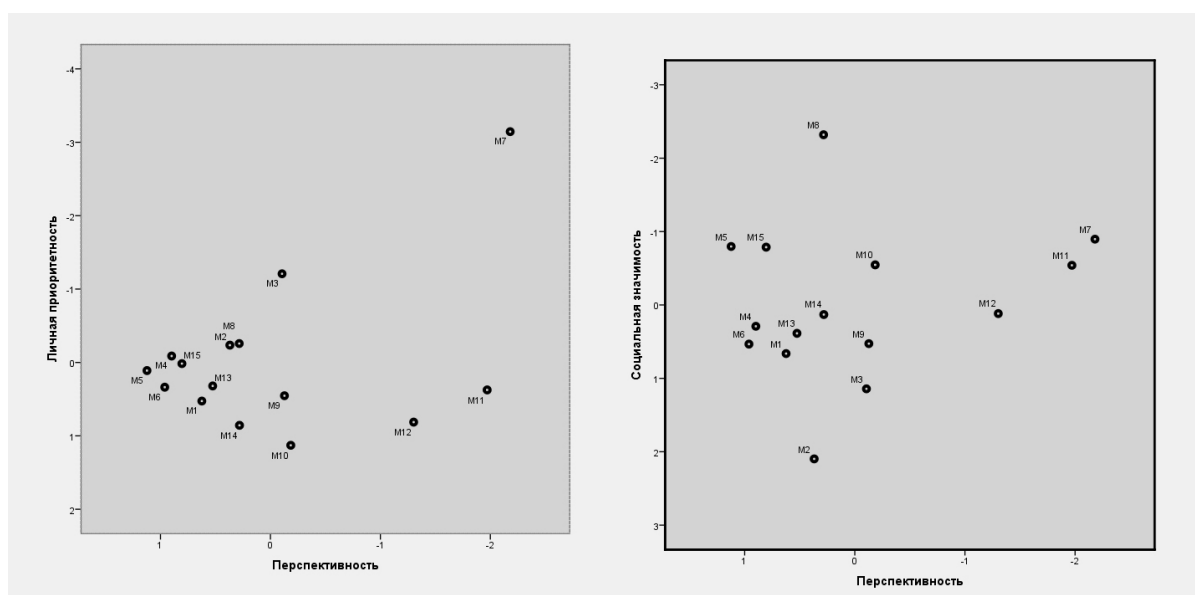


Figure 4. Multidimensional motivational space (weighted. Euclidean model of individual differences)

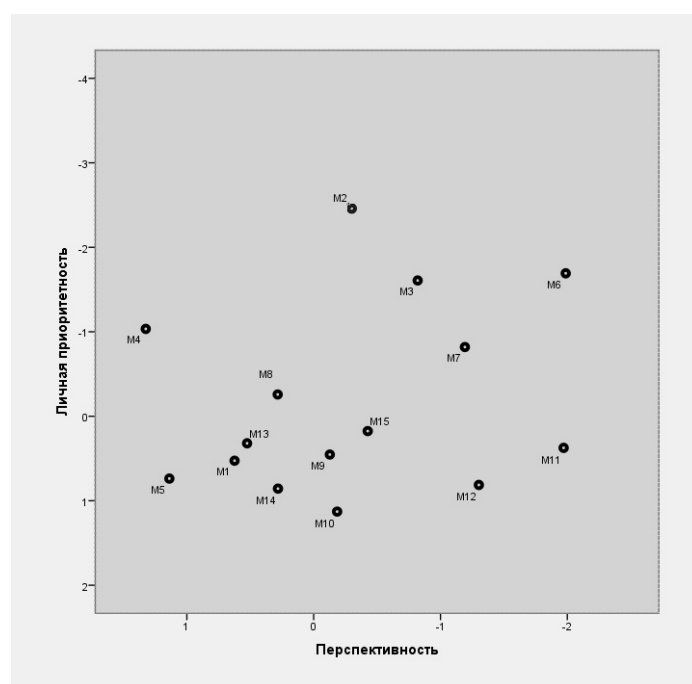


Figure 5. Multidimensional motivational space (weighted. Euclidean model of individual differences)

Legend:

M1 — Stability, confidence in the future;

M2 — Career growth;

M3 — Status;

M4 — Interesting job allowing for maximum personal potential realization;

M5 — Helpfulness to others;

M6 — Work results;

M7 — Dismissal;

M8 — Conflict situations avoidance;

M9 — Work organization and optimization;

M10 — Family welfare;

M11 — Vacation;

M12 — Merits recognition;

M13 — Pleasure and inspiration from work;

M14 — Professional and personal development;

M15 — Respect for colleagues.

A multidimensional scaling procedure (ALSCAL, Euclidean model of individual differences) was conducted to obtain the empirical scales of the motivational space for two subgroups:

- line managers,
- middle managers.

Line managers. The model was built on the fifth iteration, the explained dispersion was 96%, the analysis resulted in the 3-dimensional space formation shown in Fig. 4.

Middle managers. The model was built on the tenth iteration, the explained dispersion was 83%, the analysis resulted in the two-dimensional space formation shown in Fig. 5. Analysis of the scales helped us to understand that we can give two the same names to the scales Personal priority and Perspectivity.

Discussion

Individual differences between line and middle managers were obtained for 4,44% of parameters. According to this we can outline, that there are factors of motivation, specific for two subsamples and it can be useful for assessment centre in organization.

It is interesting that «Family welfare» is more important for line managers. We can assume that there are more married persons and young people among line managers and middle managers prefer to make a career and spend the majority of time for career development. But «Career growth» has more probability for successes for line managers, who are in the beginning of the hierarchy. Middle managers also take part in communication processes in organization and try to win in more competitive environment, then line managers, so «Helpfulness to others» is more external for middle managers and «Interesting job allowing for maximum personal potential realization» is more difficult for them.

The motivational objects having the greatest weight for Line managers were the interpreted motivational space scales: personal priority, social significance, perspectivity.

The motivational objects having the greatest weight for Middle managers were the interpreted motivational space scales: personal priority, perspectivity.

Social significance reflects the way the respondents manifest socially acceptable aspirations at work, reproduce this motivation and, perhaps, try to match it. Social significance induces respondents to pay less attention to their personal needs and to achieve socially encouraged and accepted goals. Personal priority characterizes the aspects important in terms of personality, regardless of professional characteristics. In this context, such factors as family welfare and vacation become more important, and fear of being dismissed is felt more acutely. Perspectivity can be interpreted as the possibility of achieving the goals at work. Perspectivity makes a correction in the other two scales, making allowances for realizable features.

It is interesting that motivational space of middle manager can be interpreted by the less scales, than motivational space of line manager. Also, social scale we can find in motivational space of line managers and cannot find in motivational space of middle managers. It can be supposed that middle manager has more sophisticated individual needs and, we can assume, more complicated evaluation of perspectivity.

Conclusion

The research analysed a sample of 670 business leaders (middle and line managers) from financial organizations. It was found that middle and line managers have differences in their motivation:

- money and family welfare are more important for line managers,
- status and professional and personal development are more important for middle managers,

- pleasure and inspiration from work has more probability for successes for middle managers, then how career growth has more probability for successes for line managers
- interesting job allowing for maximum personal potential realization is more difficult for middle managers,
- helpfulness to others is more external for middle managers.

The analysis confirmed the representativeness of the sample. Multidimensional scaling yielded the motivational space scales:

- for line managers: personal priority, social importance and perspectivity,
- for middle managers: personal priority, perspectivity.

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Talent attraction and selection practices in industrial and knowledge-intensive companies

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Abstract. *Purpose.* This paper aims to identify the features of talent attraction and selection practices, in accordance with both talent categories and the industry type (knowledge economy or traditional industries). *Methodology.* The empirical research was conducted with the use of qualitative methods, and the data was collected through 20 semi-structured with HR-specialists from knowledge economy and traditional companies located in Moscow. Companies of 13 different industries participated in the study, both traditional (FMCG, energy, engineering, oil & gas) and knowledge-intensive ones (IT, telecom, pharmaceuticals). *Findings.* Turning to the main findings, it was revealed that all companies, whose talent management system was focused only on internal talent pool, belong to traditional industries. The vast majority of companies used the object approach to define talent, describing it as a certain set of characteristics. Interestingly, a latent talent categorization was a popular case for foreign companies, which was not true for Russian ones. The paper also discusses three types of talent selection systems: systems focusing on one particular group of practices; systems with differentiated selection practices and systems with individual set of practices for each position. It turned out that the application of systems with differentiated selection practices and systems with individual set of selection practices are the features of knowledge economy. *Originality* of this work results in detected trends in the use of practices of talent attraction and selection in both traditional companies and firms belonging to the knowledge economy.

Keywords: talent management, talent attraction, talent selection, external labour market, internal labour market, traditional industries, knowledge-intensive industries.

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ORGANIZATIONAL PSYCHOLOGY

Small group resilience within organizations: actual state and prospects of research

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Abstract. *Purpose.* The article presents an analysis of approaches to the definition and operationalization of the concept of group resilience in organizations. The relevance of the study is due to the reduction in the life cycle of companies in the market, the need to take into account the long-term consequences of group decisions and the growing responsibility of teams in the organization to large social groups, the need to study the structure and factors of group resilience as a socio-psychological phenomenon that allows teams to remain effective in a risk society. *Methodology.* The tools for studying small groups resilience and its socio-psychological and organizational factors are being analyzed. *Findings.* An actual state of the scientific problem is described. Different concepts of small groups and organizational resilience are compared. The directions for further research are proposed. Implications for practice. The analysis carried out could serve as a basis for development of a valid instrument. *Value of the results.* The insights into the scientific problem of small group resilience within the organizations should still be provided in the further research. At the present moment, there is a shortage of the valid psychometric tools.

Keywords: collective resilience, organizational psychology, social psychology, project management.

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ORGANIZATIONAL PSYCHOLOGY

Comparative analysis of professional possible selves among russian and american students

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Abstract. The following article discusses possible selves that are defined as individual's ideas about the person he wants to become, might become or afraid of becoming in future. The *purpose of the study* is to analyze the differences between positive possible selves (hopes) and negative possible selves (fears) in the professional domain of Russian (NRU HSE) and American (FIU) students. *Study design.* The Possible Selves Questionnaire was used to assess possible selves of 142 American students and 157 Russian students. *Findings.* Significantly more American students, when compared to their Russians counterparts, considered their possible selves in the professional domain as their most important hope and most important fear, while the latter thought about their possible selves in the family and relationship domains as the most important. Different types of possible selves in the professional domain are described. American students have more possible selves related to their studies at university (short-term goals) and their career (long-term goals), whereas Russian students have more future images connected with their academic career (long-term goals). American students have significantly more belief that their hopes in the professional domain will become real (Mann — Whitney *U*-test, $p < .001$), they spend more time thinking about their hopes (Mann — Whitney *U*-test, $p < 0.001$), and they also think that their hope is closer to their real self (Mann — Whitney *U*-test, $p < .001$) compared to Russian students. *Value of the results.* It is concluded that there are cross-cultural differences in possible selves, because American students have significantly more possible selves in professional domain than Russian students, and also American students are more optimistic about their hopes.

Keywords: possible selves, hopes, fears, self-concept.

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Charity brand image as a factor of giving behavior

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Abstract. *Purpose.* The study evaluates the relationship between charity brand image and donors' giving behavior. *Study design.* We use qualitative data collected via online-survey ($N = 97$) to elicit significant characteristics of charities as perceived by donors. Based on qualitative findings we design 63 bipolar scales and test our instrument on a sample of donors, those who donated money ($N = 91$) and time ($N = 101$). *Findings.* Using exploratory factor analysis, we obtain five factors explaining 40.9% (donors) and 43.5% (volunteers) of variance in the answers. Factor structure is different for donors and volunteers. Using regressions, we show that the five factors predict charitable intentions (repeated giving and recommendations) ($R^2 = .607$ for donors and $R^2 = .569$ for volunteers). Money donors highly value positive emotions associated with giving, whereas volunteers put more emphasis on smooth operation of the charity. We find that such characteristic as popularity (charity is well-known) is not significantly linked with repeated donations or recommendations. *Value of the results.* The results indicate that brand-image is an important path of attracting donors. These findings may help managers of charities better tailor their branding campaign by addressing appropriate groups of donors/volunteers. The study focuses on both actual and future giving behavior and utilizes a combination of qualitative and quantitative methods to design and validate the survey instrument.

Keywords: nonprofit organization, charities, brand image, nonprofit marketing, charitable giving, factors of giving behavior, nonprofit brand management.

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ORGANIZATIONAL PSYCHOLOGY

Academic and practical psychology

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Abstract. In the past decade and a half, an interest in the topic of interaction between academic and practical psychology has flared up in our country with a new force, and many publications have appeared on this topic. It seems to us that such an ongoing discussion for decades is not accidental. The desire to theoretically and methodologically analyze the differences between practice and science in modern psychology, to find constructive ways of their interaction is largely determined by our immediate future, helping practice not to slip into charlatanry, and science to reach a new level, beyond analyzing only correlations of opinions and subjective ideas. According to general logic, applied psychology is the research of a specific empirical object responding to an “external” request with scientific methods, ending with recommendations or programs of change developed. Such studies were conducted in Russia in various areas. They were not banned in the USSR years, and here the continuity between science and its “applied incarnations” was maintained. Practical psychology in our country is called professional activity aimed at changing the personality, group, organization, i.e. suggesting not so much a study as an effect. It was this direction that was banned in our country and, having reappeared only in the mid-1970s, it began to flourish, and was not determined in its relations with basic science. This article aims to finding answers to the above questions. We intend to analyze the correlation of academic and practical psychology in terms of their differences and integration possibilities on the example of such a specific area as organizational psychology. The following key parameters for comparison are used: goal, boundaries, generalization, methods, interaction, result, language, performance criteria. In conclusion, two ways of possible integration of academic and practical psychology are outlined — action research in the framework of interdisciplinary projects and problem-oriented conferences among professional community.

Keywords: academic psychology; applied psychology; practical psychology; organizational psychology; psychologist practitioner.

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ORGANIZATIONAL PSYCHOLOGY

Client psychotherapeutic myth: Methodological and organizational issues

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Abstract. In the article one of the most important stages of the consultative interaction (the construction of a consultative solution) is discussed. From the author's position the advisory decision is considered as a psychotherapeutic myth, built as a result of the advisory synergistic Interaction advisory dyad: client — consultant. The subject of the solution is neither the client or the consultant, namely, the consultative dyad. The author does not distinguish between organizational and individual counseling, considering the stage of building solutions using the concepts of a systems approach: polyfuration periods, dissipative structures, and autopoietic solutions. The article contains examples on the basis of which the author's main statements are illustrated.

Keywords: psychotherapeutic myth, system approach, consultative dyad, consultative decision.

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ORGANIZATIONAL PSYCHOLOGY

Prague Summer School about some ideas of behavioral economics

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Abstract. This article is a review of the ideas of behavior economics, were presented in the International Prague Summer School, dedicated to study behavioral economics and psychology. For over fifteen years Prague Summer School have been bringing young students from all over the world and giving them an opportunity to study the most relevant areas and methods of research and also to hear an opinion of practicing experts in this sphere. Participants of the Prague Summer School considered some examples of cognitive biases and heuristics that influence on decision making and proposed their ideas of application this knowing in real life. Special attention was paid to Organizational Psychology. For the moment it is possible to use knowledge of economics and psychology both for enhance the labor effectiveness and productivity and for creating more well-designed employee motivation approaches. Notably, that during studying students considered also biological assumptions of human behavior, that allowed to analyze described examples from different points of view. This article presents some behavior economics ideas, got confirmation and development during the past 30 years. To illustrate this were included extracts from several articles that show how behavioral economics explains human actions from scientific point of view. There are also situations, that need knowing of listed ideas. There is an obvious conclusion, that behavioral economics and organizational psychology are strongly related.

Keywords: behavioral economics, cognitive biases, bounded rationality, motivation, organizational psychology.

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ORGANIZATIONAL PSYCHOLOGY

20 most cited and 20 most recent articles on Talent Management

Information about the 20 most cited and 20 most recent articles on talent management has been collected from the Web of Science database. All publications have been found in the interdisciplinary fields of psychology. All data act trivial at the time December 25, 2018.

Keywords: talent management; bibliometrics; citation.

20 most cited articles about talent management

No.	The title and the output	Number of citations
1.	Collings, D. G., & Mellahi, K. (2009). Strategic talent management: A review and research agenda. <i>Human resource management review</i> , 19(4), 304–313.	360
2.	Tarique, I., & Schuler, R. S. (2010). Global talent management: Literature review, integrative framework, and suggestions for further research. <i>Journal of world business</i> , 45(2), 122–133.	231
3.	Bhattacharya, C. B., Sen, S., & Korschun, D. (2008). Using corporate social responsibility to win the war for talent. <i>Sloan Management Review</i> , 49(2), 37.	222
4.	Farndale, E., Scullion, H., & Sparrow, P. (2010). The role of the corporate HR function in global talent management. <i>Journal of world business</i> , 45(2), 161–168.	182
5.	Mellahi, K., & Collings, D. G. (2010). The barriers to effective global talent management: The example of corporate elites in MNEs. <i>Journal of World Business</i> , 45(2), 143–149.	128
6.	Iles, P., Chuai, X., & Preece, D. (2010). Talent management and HRM in multinational companies in Beijing: Definitions, differences and drivers. <i>Journal of World Business</i> , 45(2), 179–189.	118
7.	Schuler, R. S., Jackson, S. E., & Tarique, I. (2011). Global talent management and global talent challenges: Strategic opportunities for IHRM. <i>Journal of World Business</i> , 46(4), 506–516.	115
8.	Stahl, G., Björkman, I., Farndale, E., Morris, S. S., Paauwe, J., Stiles, P., ... & Wright, P. (2012). Six principles of effective global talent management. <i>Sloan Management Review</i> , 53(2), 25–42.	111
9.	Cappelli, P. (2008). Talent management for the twenty-first century. <i>Harvard business review</i> , 86(3), 74.	104
10.	Scullion, H., & Collings, D. Caligiuri, P. (2010). Global talent management Introduction. <i>Journal of World Business</i> , 45(2), 105–108.	100
11.	Dries, N. (2013). The psychology of talent management: A review and research agenda. <i>Human Resource Management Review</i> , 23(4), 272–285.	93
12.	Gallardo-Gallardo, E., Dries, N., & González-Cruz, T. F. (2013). What is the meaning of 'talent' in the world of work? <i>Human Resource Management Review</i> , 23(4), 290–300.	92
13.	Al Ariss, A., Cascio, W. F., & Paauwe, J. (2014). Talent management: Current theories and future research directions. <i>Journal of World Business</i> , 49(2), 173–179.	85
14.	McDonnell, A., Lamare, R., Gunnigle, P., Lavelle, J. (2010). Developing tomorrow's leaders — Evidence of global talent management in multinational enterprises. <i>Journal of world business</i> , 45(2), 150–160.	84

15.	Vaiman, V., Scullion, H., & Collings, D. (2012). Talent management decision making. <i>Management Decision</i> , 50(5), 925–941.	80
16.	Thunnissen, M., Boselie, P., & Fruytier, B. (2013). A review of talent management: ‘infancy or adolescence?’ <i>The international journal of human resource management</i> , 24(9), 1744–1761.	70
17.	Björkman, I., Ehrnrooth, M., Mäkelä, K., Smale, A., & Sumelius, J. (2013). Talent or not? Employee reactions to talent identification. <i>Human Resource Management</i> , 52(2), 195–214.	64
18.	Iles, P., Preece, D., & Chuai, X. (2010). Talent management as a management fashion in HRD: Towards a research agenda. <i>Human Resource Development International</i> , 13(2), 125–145.	60
19.	Meyers, M. C., Van Woerkom, M. (2014). The influence of underlying philosophies on talent management: Theory, implications for practice, and research agenda. <i>Journal of World Business</i> , 49(2), 192–203.	56
20.	Cappelli, P., & Keller, J. R. (2014). Talent management: Conceptual approaches and practical challenges. <i>Annu. Rev. Organ. Psychol. Organ. Behav.</i> , 1(1), 305–331.	52

20 most recent articles about talent management

No.	The title and the output	Number of citations
1.	Dickmann, M., Suutari, V., Brewster, C., Mäkelä, L., Tanskanen, J., & Tornikoski, C. (2018). The career competencies of self-initiated and assigned expatriates: Assessing the development of career capital over time. <i>The International Journal of Human Resource Management</i> , 29(16), 2353–2371.	4
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3.	Rivero, A. G., & Dabos, G. E. (2017). Human resources differential management: A review and an integration of the literature. <i>Estudios Gerenciales</i> , 33(142), 39–51.	1
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5.	Graham, B. Z., & Cascio, W. F. (2018). The employer-branding journey: Its relationship with cross-cultural branding, brand reputation, and brand repair. <i>Management Research: Journal of the Iberoamerican Academy of Management</i> , 16(4), 363–379.	0
6.	Oludayo, O. A., Akanbi, C. O., Obot, B. M., Popoola, S. I., & Atayero, A. A. (2018). Influence of talent retention strategy on employees attitude to work: Analysis of survey data. <i>Data in brief</i> , 20, 698–705.	0
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8.	Salau, O., Osibanjo, A., Adeniji, A., Oludayo, O., Falola, H., Igbinoba, E., & Ogueyungbo, O. (2018). Data regarding Talent management practices and innovation performance of academic staff in a technology-driven private university. <i>Data in Brief</i> , 19, 1040–1045.	0
9.	Paik, Y., Kwon, J.-W., & Chen, D. (2017). Managing People Global Talent Management. In Paik, Y., Kwon, J.-W., Chen, D. <i>Global Business: Connecting Theory to Reality</i> (238–267). NY: Routledge.	0
10.	Kotlyar, I. (2018). Identifying high potentials early: case study. <i>Journal of Management Development</i> , 37(9–10), 684–696.	0
11.	Gandy, R., Harrison, P., & Gold, J. (2018). Talent management in higher education: is turnover relevant? <i>European Journal of Training and Development</i> , 42(9), 597–610.	0
12.	Li, J., Hedayati-Mehdiabadi, A., Choi, J., Wu, F., & Bell, A. (2018). Talent management process in Asia: a multiple case study. <i>European Journal of Training and Development</i> , 42(7/8), 499–516.	0
13.	Maquieira, J. M., Bruque, S., & Uhrin, Á. (2018). Talent management: two pathways to glory? Lessons from the sports arena. <i>Employee Relations</i> , 41(1), 34–51.	0
14.	Hughes, J. C., & Murray, W. C. (2018). Evolving conceptions of talent management: a roadmap for hospitality and tourism. In R. J. Burke, J. C. Hughes (Eds.). <i>Handbook of Human Resource Management in the Tourism and Hospitality Industries</i> (153–183). Cheltenham, UK; Northampton, MA, USA: Edward Elgar Publishing.	0
15.	Dirani, K. M., & Nafukho, F. M. (2018). Talent Management and Development: Perspectives From Emerging Market Economies. <i>Advances in Developing Human Resources</i> , 20(4), 383–388.	0
16.	Latukha, M. O. (2018). Talent Development and Its Role in Shaping Absorptive Capacity in Emerging Market Firms: The Case of Russia. <i>Advances in Developing Human Resources</i> , 20(4), 444–459.	0

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| 17. | Lucas, A. C., Ardichvili, A., Casa Nova, S. P. D. C., Bittencourt, J. P., & Carpenedo, C. (2018). Challenges of Implementing Western Talent Development Models in a Collectivist Organizational Culture. <i>Advances in Developing Human Resources</i> , 20(4), 517–532. | 0 |
| 18. | Al-Azzam, Z. F., & Al-Qura'an, A. B. (2018). How Knowledge Management Mediates the Strategic Role of Talent Management in Enhancing Customers' Satisfaction. <i>Pacific Business Review International</i> , 11(1), 30–42. | 0 |
| 19. | Boštjančič, E., & Slana, Z. (2018). The Role of Talent Management Comparing Medium-Sized and Large Companies—Major Challenges in Attracting and Retaining Talented Employees. <i>Frontiers in Psychology</i> , 9, 1750. | 0 |
| 20. | Stegemann, N. (2017). Practice Report-Digitisation in Talent Management. <i>GIO — gruppe-interaktion-organisation — Zeitschrift fuer angewandte organisationpsychologie</i> , 48(4), 289–292. | 0 |
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