Features of 'talent-branding' at the University of Pécs[1]

GÁBOR BALOGH

This paper deals with the particular issues of nurturing of talent at the University of Pécs. Institutes, students and employers together are united in the sense that all three search for talented individuals, even if, in other respects, their motivation, goals and methods differ. In this study I analyse features of student 'self-branding'. One necessary feature of a company is to act as a 'talent-magnet', and so companies should aim to attract skilled employees using the best marketing tools. The empirical study is based on questionnaires referring to experience in professional practice (2009-2011). The data apply to a total of 737 students. One of the most important features of the study was to emphasise regional characteristics, the result of which was that the most recent data focused strongly on Pécs and Budapest. Significant differences were found in students' skills in the two cities, these being most visible as basic methodological skills, professional concepts, discipline and responsibility.

Keywords: talent, self-branding, talent-branding, nurturing and managing talent, territorial comparisons, professional practice, evaluation of skills.

1. Introduction

The first topic is the description of the situation of European higher education and that of the Hungarian system in this context. In an educational aspect I present the effects of the Bologna-process, strategy and competitiveness. Following I review the perspectives of student side and corporate side in details. These are the three partners or participants: the university, the student and the company. The students and the companies are connected in the concept of 'talent-brand'. After the presentation of the theoretical results I show the empirical methodology of the research and the results of the survey carried out by a questionnaire. This survey was conducted at the University of Pécs (UoP), Faculty of Business and Economics within the frameworks of professional practices. At the end of the internship the three partners evaluate the students' competencies and skills. Three clusters of students can be differentiated: balanced experts, average lonely men, problem-solving amateurs. The strengths of students at UoP are: teamwork, diligence, adaptability and responsibility. In the followings I specify these features.

2. Higher Education and students in Europe

The main aim of the so-called Bologna Process is the development of the European Higher Education Area (EHEA) and the related sub-objectives. These are: an easily understandable and comparable education system, a cascading training cycle, the setting up of a credit system, support for mobility, European cooperation in quality assurance and support for the European dimension of Higher Eduation (HE) (*Szolár* 2009, *Polónyi* 2010). In recent years Hungarian HE has been considerably transformed. This can be seen in the number of students involved in HE which has quadrupled over the last fourteen years, although this rise was partly caused by the developing economy. However, in the meantime the internal structure of the labour market is no longer sustainable and the received opinion is that currently there are too many graduates in the fields of economics, law and information technology (*Mang* 2004).

The new education system appeared in Hungary in 2006 and, on the basis of the latest evaluations, the situation of Hungarian HE is more complex than average (*Hrubos* 2010). An important aim of the Bologna Process is to promote student mobility and to show the diversity and multicultural characteristics of Europe – so furthering the process of 'getting to know each other'. However, one paradoxical effect can be seen in this respect: the introduction of the new system reduced the number of foreign visiting students. There are several reasons of this: the first being the decline of the novelty factor, whilst the second is that the period of education is shorter. The 3-year term of a Bachelor course and the 2-year duration of a Master course are simply too short to allow a student to plan a study period abroad. In addition, the lack of language skills and that of the labour market trends are deterrent, as it is a fact that students do not use foreign internship opportunities, even though the term 'student mobility' was intended to cover not only a visit for strictly 'learning' purposes, but also professional practice undertaken abroad.

Mass HE is the inevitable consequence of the Bologna Process (*Polónyi* 2010). In the two-level system the Bachelor (BA/BSc) courses provide students with a broad, but limited knowledge of their subject, and these graduates come into the labour market prepared to a generally modest level. A much smaller number moves on to Master level (MA/MSc). This also shows that the obligatory six-month work experience in the seventh semester of the BA course is important since it creates a clear distinction within the student body. This way students can differentiate themselves and can acquire practical knowledge in a specific field or sector.

A unified HE strategy was not developed in spite of Hungary's accession to the EHEA in 1999. Later, the Higher Education Act of 2005 made reference to the EU and to the need for improving competitiveness. Hungarian HE continues to lack a comprehensive strategy and objectives and has been compared to sailing without a compass (*Barakonyi* 2009). "The competitiveness of higher education means the ability to compete on the international knowledge-market, long-term responsibility in respect of positions – characterised by successful competition for students in the education market (attracting domestic students, retaining domestic talent, attracting foreign students)" (*Barakonyi* 2009, p. 13). The competitive situation must be measured to the relation to ourselves, but it is also linked to the macro-regions, to Europe and the world, and also to the Bologna Process in terms of its influence on HE. In this competition Hungary's primary interest is to maintain and develop the correct position of Higher Education with its institutions and personnel (*Krisztián* 2009). Competitiveness involves several significant factors (the capabilities of students, finance, the efficient use of resources, the quality of education, mobility, infrastructure, etc.). In this paper the most important factors are the knowledge behind the degree, skill development, the creative environment, practice-oriented education. In brief this means the issue of the students and the graduates who meet the labour market requirements of Hungary and Europe.

3. Talent-branding

The aim of the subsection is to present the marketing approach in individual career development and talent-management. In this perspective we can mention talent-brand from both the side of the employee and that of the employer. The 'brand' uses 'seller' to identify them. The employers wish to sell the company and the job to the best workers, whilst the more gifted personnel (human resources) sell their special abilities in the labour market. The essence of the brand concept is that the brand owner can be identified and thus can be distinguished from the competitors. Six levels can be differentiated: marks (which first come to mind), benefits (the marks of emotions translated into language), values, culture, personality, users (the brand suggests who the buyer is) (*Kotler–Keller* 2009). In the

followings we examine the factors affecting the processes of personal and corporate talent-marketing and analyse talent-branding from both student and corporate perspectives.

3.1. Trends affecting talent-branding

The spread of talent-branding today is strengthened by the trends observed. In recent years these have included mass Higher Education and, as a result of this, graduate unemployment and also the decline in young graduates' earnings (*Kertesi–Köllő*, 2006). Mass HE has led to sharpened competition among students of educational institutions (*Selmeczy* 2007) and, as a result, students have to stand out more and more from the crowd. We believe that this trend applies even more strongly in the Bologna system (the European Higher Education System). "In the continuously changing requirements of the labour market HE is unable to adapt to the desired educational and output requirements. This problem raises the need for continuous interaction between HE and the labour market" (*Farkasné* et al 2010, p. 33).

Another factor is that the professional structure of HE is inconsistent with the expectations of the labour market (*Tóthné* 2008). Unemployment and labour shortages occur at the same time in the labour market and HE is becoming less and less able to meet these expectations, and convey the appropriate expertise (*Kabai–Szabó* 2008). The consequences are the difficult situation of companies which must select from the crowd of the best appointees for a given job.

Generational issues are also involved. Today's young graduates are already known as members of Generation Y (born between 1970 and 2000). A significant proportion of them is the so-called experience-searchers who look for outstanding knowledge (*Törőcsik* 2011). All forms of digital gadgetry and technology such as computers, DVD players, SMS, remote control, e-mail, chat functions and the like are core to Generation Y as they have grown up in the ICT (Information and Communication Technology) age. These people receive messages via several channels and so can they learn to observe the brand which is the easiest way to sort and select. To them the brand generates value and the brand is the observed promise. It is very important that Generation-Y members are consumers of work experience, and this also defines the functions of corporate talent-management. The reason is that they simply need a brand name for the selection of a job or in their search for a career as an online purchase. The additional influencing factors of the development of talent-branding include the intensification of social media and social networking (such as Facebook, Twitter, YouTube, etc.) – which is not necessarily limited to the young generation (*Schumann–Sartain* 2009).

From the employer's point of view the members of Generation Y are not manageable or subservient, they have a rather autonomous personality and a job is just one of the many jobs for them which can be changed at any time. Generation-Y members do not want to stay at a place, where the company's expectations for loyalty are too high (*Tari* 2010).

We should also mention mobility, migration and virtuality among the trends, but in Hungary these are limited features. Most Hungarians do not want to leave their home country. A further factor is growing awareness in the European Union, which means that workers gather more information and so can formulate higher expectations – which means that we can talk about a general change in attitude (*Gandossy* et al 2007).

Overall, in the course of the development of talent-branding we should ensure that the brand contains those elements which the consumers of work experience wish to feel.

3.2. The student side

From the student's perspective there are many expressions referring to students or employees talent-branding (e.g. the me-brand, personal brand, self-branding, self-marketing, etc.). The main point of the concept is that the students establish an image of themselves in order to

distinguish themselves from other students, and this image makes them stand out in some capacity or personality feature unique to their area. Students can be differentiated in terms of being special, unique and diverse since talent and ability can also manifest themselves in many ways.

A personal brand is now becoming an increasingly important concept, since some jobs can be obtained only by appropriate self-branding (*Szalai-Burszán* 2010). However, in the domestic (Hungarian) literature little attention is given to the phenomenon of self-branding (*Palásti* 2011). Whoever focuses deliberately on the creation of his own image and builds his own personality-brand systematically can improve his effectiveness in the labour market (*Galli* 2010). The process comprises the steps of self-brand-building. Self-marketing means a regular, conscious activity; it creates an ideal and professional self-image, maintains that in the long-term (the negative factors are deliberately excluded), and communicates outwards in order to exchange resources. On the individual side, the obtaining of a gainful job (the spoils) means resource exchange, but a broader phrasing (formulation) needs to be used since self-marketing does not cease at starting working, but also continues along the career path. Conscious activity includes: the analysis of situation and position, introspection (personal SWOT analysis, competitor analysis), self-marketing objectives, creation of target marketing strategy (segmentation of labour market, development of information system, selection of target market), positioning, design, product development and deployment strategy and price policies (private payment-, training-, awards-related expectations), channel policy (relationship and network), communications policy, evaluation and control (*Shepherd* 2005, *Shuker* 2010, *Schwabel* 2009). Those who would like to find a job easily and quickly, they have to become a demanding 'product' or a marketable commodity. They must have an attractive design, valuable expertise, emotional skills, internal firmness, constructive communication to their environment (*Tari* 2010).

In the narrowing market of expertise it is the only way to gain significant competitive advantage if we take time and carefully study the science of personal branding. One first needs to know the principles and objectives that have to be clarified. The formulation of the 'self-brand' has to be started within the personality. The students work with 'brought materials', which means that in this process the first important step is the development of self-knowledge and the mapping of their own strengths and weaknesses. They need to answer basic questions, such as: "Which values are important to me? What are my goals? What am I good at? What do I like in myself? What do I like less? Basically: Who am I?" (*Mihalik* 2011). As a result, the students establish their own personality with self-knowledge into a credible, attractive 'product', and this product is recognised by the labour market. The task of the university can include training in lifestyle, which means style- and image-consulting, improving the external and internal self-concept, the formulation of a positive inner voice and increasing self-confidence and self-esteem (*Timár* 2011). Also included is the input of style-training carried out by our teachers or professors, whether consciously or unconsciously.

3.3. The corporate side

Companies fight for the optimal labour force, since for them the most qualified, talented students can represent the resource, human capital, which can generate success in the future of the company, and/or they can find the escape-route from the crisis (*Szabó* 2011). Therefore, organisations should develop a personal workplace culture, an organisational culture which takes into account talent needs and gives experience, whilst young graduates have opportunities to show their competence. So do companies have to construct their own talent-brand including work experience in order to attract highly qualified human resources. In this way companies can work as a real 'talent magnet'. Obviously, not every organisation can afford to pay for talent and provide the required conditions. A few best practice examples can

be found in Hungary. Where the conditions can be created and all managerial skills are available for talent-management, there the process can be refined to become a 'talent magnet'. This comprises:

− Formulation of 'value promise': a description of the value of employee experience;
− Employer's image: a brief explanation of the 'value promise' in order to make the workers understand, why it is worthwhile for them;
− Talent brand: promoting the 'employer brand' for future and current workers to become the 'talent magnet' (*Schumann–Sartain* 2009).

However, it is important to remember that there are potential barriers, as well: a low level of awareness, a lack of credibility and personality and an insufficiently memorable message. These factors must be kept in mind following brand-creation.

An important aspect of attracting talent is that the employers have to develop a personal relationship with the students as soon as possible. It is no longer enough to do simulation games, case study competitions, career expos or job fairs and standing wars. In respect of internship programme, it is possible to strengthen personal relationships (*Petrány* 2009). The first task of talent-management is the identification, finding and attracting of talent, and the second task is to retain the chosen ones, for which the motivation, the developing methods of the so-called X-factor (high capacity) and various management techniques provide a basis (*Ready* et al 2007, 2010). During the development the experiential learning process must be planned carefully since there are certified teachers who care the gifted staff (*Antalovits* 2010). Novel methodologies were developed also for the generational characteristics, such as reverse mentoring, in which a talented young staff member can teach the top-level executives how to use, for example, the Internet or the social networking portals (*Meister–Willyerd* 2010). A similar innovative method is a performance evaluation method named the Reverse Supply Chain. This technique defines the talent-management on the basis of the standards, systems, criteria and parameters, so does it build the competence map and draws up the tasks (*Farkas* 2010). Whilst managing talent a number of typical mistakes can be made, such as the presumption of commitment and sacrifice for the community, the projection of the current high performance into the future and fear for the talents from 'deep water', etc. (*Martin–Schmidt* 2010). Attention should be paid to when and how much talent the company 'buys' from outside or brings up inside. These are not alike due to the internal processes of motivation, and such people do not like to 'sit on the bench'. If there are not enough challenging tasks, they can become demotivated and there is the risk that staff trained at high costs will leave the organisation (*Cappelli* 2008). These methods can be framed consistently by the so-called 'talent-analytics'. This framework helps to review both objectives and instruments (*Davenport* et al 2010). As in the case of practices of HR Management, we can also imagine several versions of talent-management in the different regions (*Farkas* et al 2008, *Dobrai–Farkas* 2009). The key factor of the talent is the motivation: the employers must create such tasks and jobs that enable the talents to experience the so called 'flow-feeling'. Flow is a mental state in which activities are in a feeling of energized focus, full involvement and success in the process of the activity. The main factors for reaching the flow-state: clear goals, concentrating, a loss of the feeling of self-consciousness, distorted sense of time, direct and immediate feedback, balance between ability level and challenge, a sense of personal control over situation, the activity is intrinsically rewarding, a lack of awareness of bodily needs and absorption into the activity (*Csíkszentmihályi* et al 2010). This facts show that the creation of talent-brand cannot be stopped at the acquisition of highly qualified human capital on the corporate side. After 'purchase' it is important that the company nurtures them as internal stakeholders with broad management technique tools.

4. The connection of perspectives – the source of empirics

If an educational institution would like to obtain more experience of the relationship between students and companies, there are many ways to do it. As previously mentioned, work experience is one of the best methods to improve personal relationships between the two partners. On this subject the Faculty of Business and Economics at the University of Pécs (UP) has conducted a survey by questionnaires for six years. In this paper we offer the most recent data, which have emerged under the Bologna system – since, that is the entry of UP to the European Higher Education Area. The other track through which information can be obtained is the Graduate Follow-Up System (see also our previous researches: *Farkasné* et al 2011). The third option is personal interviews with talented students. The authors of this paper are conducting the coordination of the project SROP 4.1.1.-08/1 (Social Renewal Operational Programme) named "You are the best brain" at UP, Faculty of Business and Economics. With the support of the project a good deal of information can be utilised in the case of practices in international talent-management (scholarships in Austria, talent development programmes, etc.). We analysed, for example, the detailed professional report of a former GE Scholar who had participated in the above project. In the rest of the paper we describe the results of our survey on professional practice.

5. Research methodology

The first year's intake of the Bologna Bachelor programme entered its seventh semester in 2009 which also means a minimum of 12-week period of professional practice in the following programmes of the Faculty: Business Administration (BA), Commerce and Marketing (CM) and Finance and Accounting (FA). Since 2009 a total of four semesters have also been completed (two autumn and two spring semesters) and a total of 737 students have gained work experience by June 2011. This gave us statistically meaningful results from the questionnaires. In the questionnaire the students and mentors (corporate representatives) detailed their opinion of the work done and of the necessary skills. The resultant database contains a tripartite classification. These are invariably based on a five-point scale, where '5' means the best rating, and '1' does the worst:

- Students' self-assessment and opinion concerning the work;
- Evaluation of the mentor (representative of the corporate side who has completed an evaluation of the student). They are usually the immediate superior of the trainee;
- Rating of the tutor (the tutor represents the educational institution and evaluates the report made by the student).

It is important that the database includes the location (town or city) of the internship where the company is located. This allows an exploration of regional differences in the evaluations.

6. The characteristics of the sample and the basic information

The survey has a sample size of 737 persons, of whom 67% are female and 33% male. The sample has 45% of students from the academic year 2009/2010, and 55% completed their professional practice in 2010/2011. 95% of respondents were trainees in an autumn semester. The percentages of the programmes were: BA correspondence (distance education) 6%, BA full-time 27%, BA in English 6%, CM full-time 19%, FA correspondence 21%, FA full-time 22%; 68% of students worked in the private sector, 25% in the public sector and 7% at other non-profit organisations. Many activities can be differentiated and the most significant sectors

are: administration, banks, government offices, universities (UP), electronics, energy companies, chambers of commerce. These are the biggest 'student-receiver' employers. An analysis of numbers regarding the regions shows that 52% of the students worked in Pécs (380), 10% in Budapest (70), and more than 10% was in the following towns: Kaposvár, Komló, Nagykanizsa, Szekszárd, Szigetvár, Zalaegerszeg. 92% of students worked in a town and 8% worked in a village. The latter were employed typically in a local government office.

7. Results

For the sake of simplicity and of transparency we have contracted the correlating mentor-variables by factor analysis, and so did we develope six factors (Figure 1). The factors are: *problem-solving skills* (communication, creativity, oral and written communication skills, problem-identification, problem-solving, initiative and contact-making skills); *teamwork* (teamwork, cooperation, integration, adaptability); *personal responsibility* (thoroughness, responsibility, discipline, hard work, identification with tasks); *professional and methodological knowledge* (knowledge of precise technical terminology, specific professional questions, basic methodology, knowledge of management and organisational principles of operation and methods, analytical skills and relationships, orientation throughout the organization); *relevant work* (suitable job opportunities, future work appropriate for the professional qualification, the opportunity for better understanding of the chosen field, independent working, the student's contribution to the success of the company); *it skills* (computer knowledge, information and technology skills). The model shows a total of 63% of the cumulative variance.

Figure 1. Students' clusters based on corporate (mentors') assessment (2009-2011)
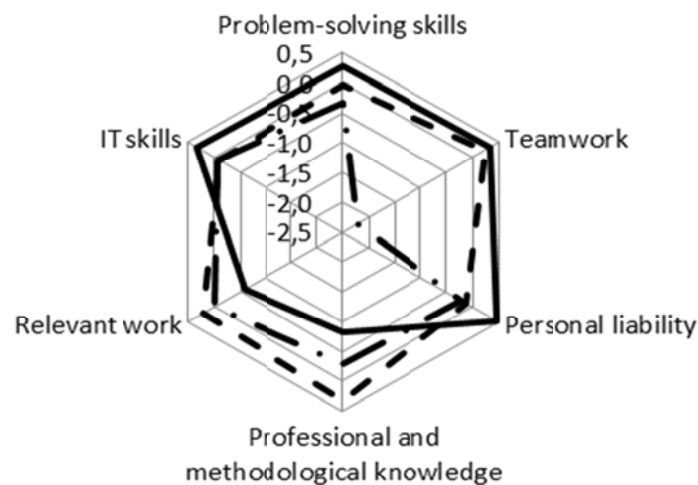
Note: The values of the Figure show the factor weights. If the value is positive, the mentor agrees with the statement, if it is negative they reject it. N=737 people.
Source: Authors' research

The reduced number of variables made it possible to perform a cluster analysis in a simple structure. As a result we could isolate three clusters (defined as 'homogeneous, independent groups'). The first cluster includes the "balanced experts", and most students (456) are found in this group. They aimed to perform all six factors as well as possible. Their

professional and methodological knowledge is the best and they actually managed to find a job that matched their skills and knowledge. In brief, the job was appropriate for them.

The second cluster is the "average lonely men", which represented by 75 students, is the smallest group. They reject group work, prefer to work independently and stand alone. The other aspects are approximately similar to the cluster of balanced experts, but in the field of technical and methodological knowledge and problem-solving skills they are behind them.

The third cluster is the "problem-solving amateurs", 156 in number. They have outstanding IT and problem-solving skills and mostly represent the model of the responsible human resource. By contrast, this group had the lowest evaluation of technical and methodological skills, but this may be closely linked to the fact that they had the least appropriate 'fit' to the work – as the company did not provide an opportunity to the students to use their skills and show their talent.

This 'trinity' (student, corporate and educational institutions) is visible throughout the paper, and we analysed this trinity simultaneously based on self-assessment, mentor and tutor evaluations (Figure 2).

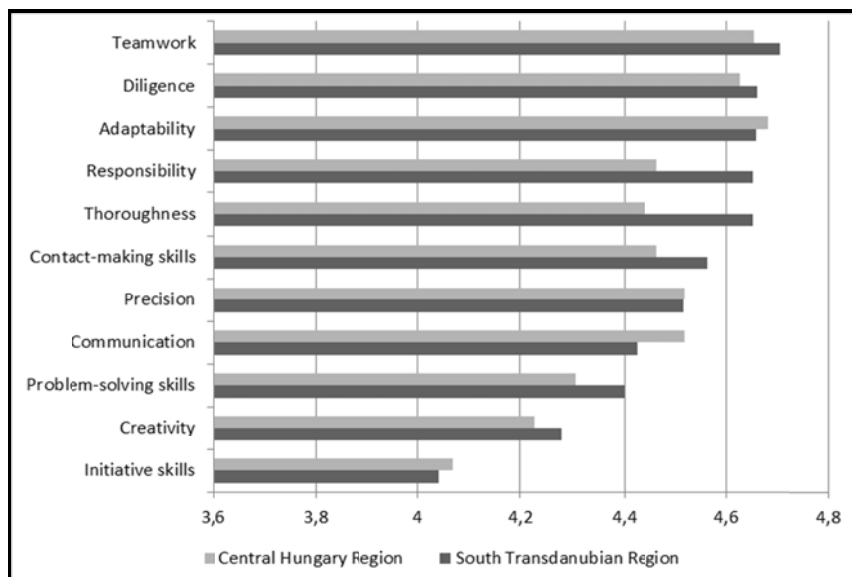*Figure 2.* Students' groups of the tripartite evaluations (2010-2011)
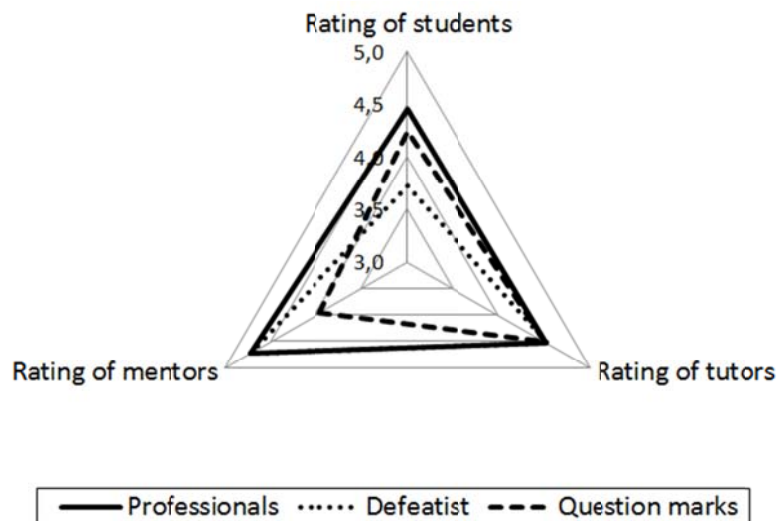
Note: The rating is measured on a five-point scale, where 1 = worst, 5= best. N=367 people.
Source: Authors' research

The tripartite reviews formed also three clusters in the academic year of 2010-2011. The first was named "the professionals" (223), since mentors, tutors and students all gave high ratings. The second cluster we called "defeatist" (65). They were assessed highly by the corporate and academic sides, but they underestimated themselves significantly. The third cluster is the "question marks" (79) and they were given this name since questions arose which were needed to be examined: students and tutors gave good assessments, whilst the mentors disagreed. It is not certain whether the low evaluation was due to the student's failure.

Our analysis of the differences between the South Transdanubian Region (75% of students) and the Central Hungarian Region (11%) provides the basis of the territorial factors in the evaluation of student competencies. Most students were from these two regions. The West Transdanubian Region is also significant (6%). The proportion of foreign trainees was below 1%.

Figure 3. Regional comparison of mentors' (corporate) evaluation (2009-2011)

The most important result is, similar to last year's ratings, that the South Transdanubian students are evaluated again more highly according to most criteria. This is striking even if both regions had ratings exceeding 4 (= good). Figure 3 shows the evaluation of students' skills in the mentors' opinions.

In the light of the analysis it can be concluded that in Central Hungary (especially in Budapest) students from Pécs are considered less disciplined and responsible than those from the South Transdanubian Region. Also, their basic methodological knowledge (the difference in the evaluation is 0.26), their analytical skills (0.12) and their knowledge of technical terms are seen weaker. Overall, the mentors of both regions agree that Economics students in Pécs show good adaptability and outstanding teamwork skills (In most cases there was no need for foreign language use).

8. Conclusion

The development of 'talent branding' is very important for both the students and the companies. The company's talent brand strengthens their ability to attract the best students, while the students' self-branding makes it possible to integrate into the staff and to find a better-paid job more easily. Our empirical research results demonstrate territorial differences between the regions, which define the skills of talent branding (which must be developed). This feedback is a very important part of personal branding. The tripartite classification (company, educational institution, students' self-assessment) facilitates the creation of the necessary, real self-knowledge in self-branding. It is important to emphasise that the students who go to work to Budapest and its surroundings should study the results of our research.

References

Antalovits M. 2010: A tehetség kibontakoztatása a szervezetben. *Harvard Business Review*, 12, 9, pp. 28–36.
Barakonyi K. 2010: *Bologna „Hungaricum" – Diagnózis és terápia*. Budapest, Új Mandátum Kiadó

Cappelli, P. 2008: Talent management for the twenty-first century. *Harvard Business Review*, 86, 3, pp. 74–81.

Csíkszentmihályi M. – Rathunde, K. – Whalen, S. 2010: *Tehetséges gyerekek. Flow az iskolában*. Budapest, Nyitott Könyvműhely

Davenport, T. H. – Harris, J. – Shapiro, J. 2010: Competing on talent analytics, *Harvard Business Review*, 88, 10, pp. 52–58.

Dobrai K. – Farkas F. 2009: Knowledge Creation in the co-operation between Knowledge-Intensive Business Services and Client Organizations. *Advances in Management*, 2, 6, pp. 7–12.

Farkas F. – Karoliny M. – Poór J. 2008: Regionális különbségek az emberi erőforrás menedzselés gyakorlatában. *Tér és Társadalom*, 22, 2, pp. 103–122.

Farkas J. 2010: A fordított segítőlánc. *Harvard Business Review*, 12, 4, pp. 6–15.

Farkasné K. Zs. – Lóránd B. – Balogh G. 2010: Kölcsönös előnyökön alapuló kapcsolatok kialakítása a felsőoktatási intézmények és a munkaadók között. *Vezetéstudomány*, 41, 11, pp. 31–43.

Farkasné K. Zs. – Balogh G. – Sipos N. 2011: Kapcsolati háló, egyediség és tehetség a munkaerő-piaci átmenetben. Diplomás pályakövetés a Pécsi Közgázon. *Munkaügyi Szemle*, 55, 4, pp. 58–67.

Galli, C. 2010: Self branding „Személyiségmárka" – építés, hatékonyságnövelés. *Humánpolitikai Szemle*, 21, 4, pp. 67–69.

Gandossy, R. – Verma, N. – Tucker, E. 2007*: Workforce wake-up call: your workforce is changing, are you?* Hewitt Associates LLC.

Hrubos I. 2010: Bologna folytatódik. *Educatio*, 19, 1, pp. 19–33.

Kabai I. – Szabó Sz. 2008: *Pályakövetéses vizsgálat – felsőoktatás, munkaerőpiac*. Budapest, Zsigmond Király Főiskola

Kertesi G. – Köllő J. 2006: Felsőoktatási expanzió, "diplomás munkanélküliség" és a diplomák piaci értéke. *Közgazdasági Szemle*, 53, 3, pp. 201–225.

Kotler, P. – Keller, K. L. 2009: *Marketing management*. Pearson Education Ltd., England Essex

Krisztián B. 2009: A Bologna-folyamat Közép-Európában. *Tudásmenedzsment*, 10, 2, pp. 134–137.

Mang B. 2004: *A Magyar Universitas Program és a diplomások munkaerő-piaci esélyei*. presentation on the conference called 'A diplomás munkanélküliség', 2004. december 2., Budapest

Martin, J. – Schmidt, C. 2010: How to keep your top talent? *Harvard Business Review*, 88, 5, pp. 54–61.

Meister, J. C. – Willyerd, K. 2010: Mentoring millenials. *Harvard Business Review*, 88, 5, pp. 68–72.

Mihalik J. 2011: A következetes történet – személyes márka és önismeret. *Marketing & Menedzsment*, 1, pp. 4–11.

Palásti L. 2011: *Az önmarketing és a személyes márka szerepe a munkaerőpiacon*. Gödöllő, XXX. Jubileumi OTDK konferencia dolgozat, 2011. április 15.

Petrány V. 2009: Versenyelőny-e a tehetségmenedzsment? Tehetséggondozás vagy tehetségvásárlás. *Munkaügyi Szemle*, 53, 1, pp. 97–104.

Polónyi I. 2010: Foglalkoztathatóság, túlképzés, Bologna. *Educatio*, 3, pp. 384–401.

Ready, D. A. – Conger, J. A. 2007: Make your company a talent factory. *Harvard Business Review*, 85, 6, pp. 68–77.

Ready, D. A. – Conger, J. A. – Hill, L. A. 2010: Are you a high potential? *Harvard Business Review*, 88, 6, pp. 78–84.

Schwabel, D. 2009: *Me 2.0*. Kaplan Publishing, New York

Schumann, M. – Sartain, L. 2009: *Brand for talent: eight essentials to make your talent as famous as your brand.* John Wiley & Sons, Inc.

Selmeczy I. 2007: Diplomás pályakezdők és egyetemi, főiskolai karok vállalati szemszögből. *Munkaügyi Szemle*, 51, 11–12, pp. 46–49.

Shepherd, I. D. H. 2005: From Cattle and Coke to Charlie: Meeting the Challenge of Self Marketing and Personal Branding. *Journal of Marketing Management*, 21, 5–6, pp. 589–606.

Shuker, L. 2010: '*It'll look good on your Personal Statement'* – *A multi-case study of self-marketing amongst 16–19 year olds applying to university*. Faculty of Education, University of Cambridge

Szabó K. 2011: Állandósult túlkereslet a tehetségpiacon. *Vezetéstudomány*, 42, 11, pp. 2–15.

Szalai-Burszán B. 2010: Én, a brand: előretörőben a személyes marketing. *Kreatív,* 19, 4, pp. 50–51.

Szolár É. 2009: Az európai felsőoktatás átalakulása és a Bologna-folyamat céljai. *Iskolakultúra*, 19, 9, pp. 95–119.

Tari A. 2010: *Y generáció*. Budapest, Jaffa Kiadó és Kereskedelmi Kft.

Timár G. 2011: Én, márka. *Piac&Profit*, 15, 5, pp. 62–63.

Tóthné S. G. 2008: Fókuszban a bolognai folyamat, az átalakuló felsőoktatás és a munkaerőpiaci. *Munkaügyi Szemle,* 52, 4, pp. 7–10.

Törőcsik M. 2011: *Már megint egy érthetetlen, új generáció – értékek, trendhatások, trendcsoportok*. Mandulavirágzási Tudományos Napok konferenciakötet, pp. 11–17.