

Research Status, Hot Spots and Trends of International Talent Cultivation: A CiteSpace-based Visualization Analysis

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ABSTRACT

International talent cultivation is an important part of the internationalization of higher education, and the cultivation of international talent is the trend of the times in line with the development of globalization. With the help of CiteSpace software, this paper combed and analyzed 618 pieces of related literature in the field of internationalization talent cultivation in the Web of Science database from 1996 to 2023. The results show that the research mainly focuses on China, and is mainly on international talent cultivation, teaching reform, and international talent management in various majors; the future research trend is mainly on international talent management, international talent education, and global competence. Among them, research on the training of international talents in social work is not sufficient. Currently, the research is mainly based on discursive suggestions, and more empirical research can be carried out in the future to summarize the advanced experiences at home and abroad, to provide a strong practical and theoretical basis for the cultivation of international talents.

Keywords: international talent cultivation, CiteSpace, knowledge mapping, international talents in social work

1. Introduction

Talent cultivation is the basic function of modern universities, and the cultivation of high-level specialized talents is the fundamental mission (Liu Yaqin, 2016). The prevalence of globalization and multiculturalism has put forward new requirements for the training of international talents in colleges and universities. In the context of global interaction, universities need to strengthen global dialogue and cooperation, make full use of overseas and foreign educational resources and experience, and cultivate talents with a truly international perspective. With the help of CiteSpace software, this article conducts a visual analysis of the research results of global international talent training from 1996 to 2023. It presents the current status, research hotspots, and evolving trends in global international talent development in the form of a knowledge map, aiming to provide more theoretical references for the cultivation of international talents in social work in higher education institutions.

2. Data sources

This article uses the Web of Science (WOS) core set of the Institute of Scientific and Technical Information (ISI) as the source of literature data. To ensure the comprehensiveness of the literature, this article first uses subject words such as "international talents cultivation, global

talents cultivation, international talents training, global talents training" to search, then limits the types of literature, selects paper and conference paper types, and the period is 1996-2023 (the earliest document appearing in WOS is 1996, the search time is as of July 31, 2023), and 618 documents were finally screened out. The earliest paper included in the WOS database is "Simultaneous transformation and CEO succession: Key to global competitiveness" published by Tichy (1996) in "Organizational Dynamics" in 1996. The article mainly discusses how companies can help by selecting new successors. Companies gain global competitiveness. This article had little influence on the later development of international talents, and the number of articles published has not increased significantly since then. The average number of articles published per year is 1-2. It was not until after 2008 that the annual publication volume exceeded 10 articles, with the highest number of publications (94 articles) occurring in 2017.

3. Research methods

This article adopts bibliometric methods and uses the literature analysis and measurement tool CiteSpace6.2.R4 information visualization software system developed by Chinese-American Professor Chen Chaomei of Drexel University to conduct keyword co-occurrence and co-citation analysis on 618 documents retrieved from WOS to explore the intrinsic relationship between high-frequency words. This software was used to draw keyword co-occurrence diagrams, cluster diagrams, and keyword emergence diagrams for international talent cultivation, to explore research hot spots and research trends related to international talent cultivation, and to obtain the overall research progress.

4. Current research status of international talent training

4.1. Author

A researcher is an important promoter of the development of a research field. By studying the paper's author, it is possible to determine the future evolution tendency of the research issue and the growth of the field. Through the analysis and statistics of WOS retrieval results, here is a list of author information (as shown in Table 1) with 5 (including 5) articles published. These six authors are among the top ones in terms of the number of publications on international talent cultivation. It can be seen from the table that the authors are mainly distributed in Chinese universities, and education and educational research, and computer science are their main research fields.

Table 1: Main authors of research

Author	Work organization	Frequency	Percentage	Field of Research
Zhang H	Changsha University of Science & Technology	9	1.456%	Computer Science, Education & Educational Research
Zhang Y	Shenzhen University	8	1.294%	Computer Science, Engineering, Telecommunications
Li X	Jiangsu Normal University	6	0.971%	Education & Educational Research
Zhang L	Chinese Academy of Sciences	6	0.971%	Psychology

Li Y	Chengdu University	5	0.809%	Computer Engineering	Science
Zhang J	Hubei University of Economics	5	0.809%	Business & Social Sciences	Economics

4.2. Issuer

Analyzing the search results reveals that the papers on "international talent cultivation" are widely dispersed, with 618 publications published in 545 publication sources, and Table 2 lists the publication sources with more than 10 papers. According to the chart, important research papers are published mostly at international conferences in education, social sciences, management sciences and so on. 130 of these were published in three conference proceedings: Advances in Social Science, Education & Humanities Research (ASSEHR for short), Lecture Notes in Management Science (LNMS for short), and DEStech Transactions on Social Science, Education & Human Science. Additionally, more education, computer science, economics, and management articles are included.

Table Error! No text of specified style in document.: Main source publications

	Title of publication	Frequency	Percentage
1	Advances in Social Science, Education, and Humanities Research	92	14.887%
2	Lecture Notes in Management Science	20	3.236%
3	DEStech Transactions on Social Science, Education and Human Science	18	2.913%
4	Journal of Advances in Education Research	16	2.589%
5	Journal of Advances in Computer Science Research	12	1.942%
6	Journal of Advances in Economics, Business and Management Research (AEBMR)	12	1.942%
7	Journal of Sustainability	12	1.942%
8	Journal of Advances in Intelligent Systems Research	11	1.780%

4.3. Institution

The analysis of the Web of Science search results shows that the 618 documents are widely distributed among 342 research institutions. Table 3 lists the top 5 institutions. According to the table, the top five research institutes based on the number of papers published are all Chinese universities. Among them, Beijing Normal University has the highest number of publications, followed by Tianjin University of Finance & Economics and Harbin University of Commerce. In terms of the nature of the institutions, Beijing Normal University is an institution with education as its dominant discipline, while Tianjin University of Finance & Economics and Harbin University of Commerce are institutions with economics and management as their dominant disciplines. From this perspective, both the distribution of research institutions and the distribution of academic specialties are consistent.

Table 2: Core research institutions

	Institution	Frequency	Percentage
1	Beijing Normal University	8	1.29%
2	Tianjin University of Finance & Economics	7	1.13%
3	Harbin University of Commerce	7	1.13%

4	Guangdong University of Foreign Studies	5	0.81%
5	Jilin Business & Technology College	5	0.81%

Country Distribution

By examining the distribution of countries in the field of international talent training research, researchers can understand which countries have scholars who care about such topics. This article retrieved a total of 618 articles. The articles were distributed in 57 countries or regions. There were 9 countries or regions that published 10 or more articles. Among them, China was the country with the largest number of articles, accounting for 67.64%, followed by the United States, which published 10 or more articles. The quantity accounts for 9.39%. Judging from the knowledge map of country/regional cooperation (shown in Figure 1): China has the highest centrality and is the most important core research country, and the United States is the sub-core country. Although Taiwan, China and India have the highest number of publications, their centralities are 0 and 0.01, indicating that their importance is not significant.

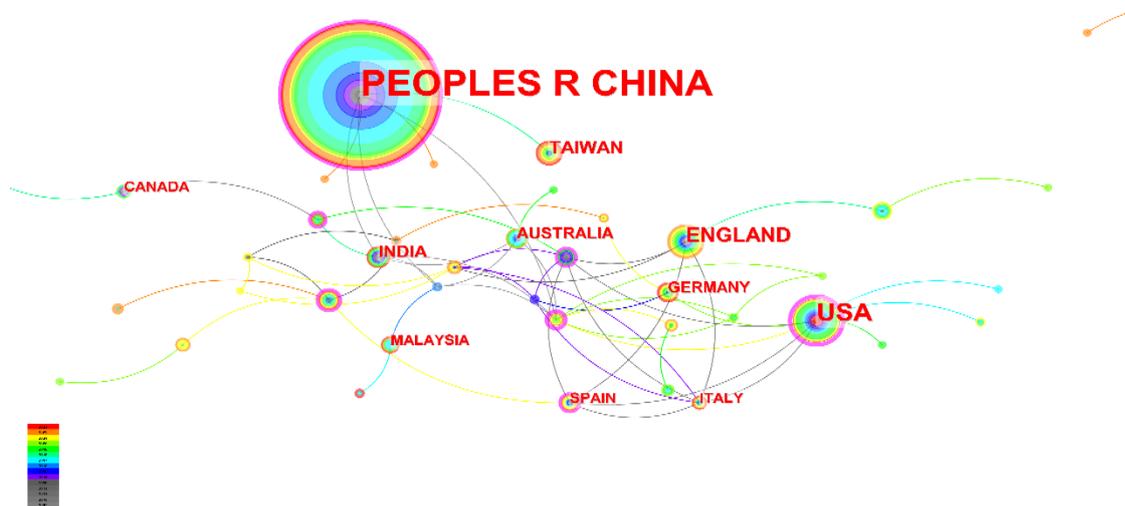


Figure 1 National distribution knowledge map of international talent training research

4.4. Subject Distribution

This study studies the distribution of disciplines where this topic is found in order to better comprehend the knowledge attribution and research network of international talent cultivation research. There are a total of 12 subject areas with more than 20 articles listed in Table 4 according to the Web of Science subject classification. Education has the largest percentage, followed by Social Sciences and then Management. Management has the highest centrality value, which means that even though the number of articles published in the field of management is not the highest, the importance of studying international talent cultivation in the field of management is emphasized.

Table 4: Subjects of research

	Subject	Frequency	Centrality	Percentage
1	EDUCATION & EDUCATIONAL RESEARCH	205	0.31	33.17%
2	SOCIAL INTERDISCIPLINARY SCIENCES	152	0.25	24.60%
3	MANAGEMENT	113	0.72	18.28%

4	BUSINESS	60	0.24	9.71%
5	COMPUTER SCIENCE INFORMATION SYSTEMS	38	0.08	6.15%
6	ECONOMICS	38	0.09	6.15%
7	HUMANITIES MULTIDISCIPLINARY	33	0.05	5.34%
8	COMPUTER SCIENCE THEORY & METHODS	29	0.06	4.69%
9	EDUCATION SCIENTIFIC DISCIPLINES	27	0.13	4.37%
10	ENGINEERING ELECTRICAL & ELECTRONIC	24	0.14	3.88%
11	ENGINEERING ELECTRICAL & ELECTRONIC	24	0.14	3.88%
12	COMPUTER SCIENCE INTERDISCIPLINARY APPLICATIONS	23	0.12	3.72%

5. Research Hotspots, Topics and Trends in International Talent Training

5.1. Research hotspots

In CiteSpace 6.2.R4, the research hotspot mainly relies on high-frequency keyword analysis to help researchers understand the overall content and general characteristics of the research field. As shown in Figure 2, the words in the figure are common keywords, and the thicker and bigger the font size of the words means that they appear more frequently. The keywords here refer to the frequency of occurrence in the "title". The size of the circular nodes in the figure represents the number of documents, and the color of the nodes represents the time of publication. The colors range from grey to red, and as the color grows more vibrant, it indicates that the time of publication is growing closer. The lines in the figure represent the frequency with which different keywords appear at the same time. The thicker the lines are, the higher the frequency of simultaneous appearances, and the color of the lines represents the time of simultaneous appearances. This color corresponds to the color of the nodes in the figure, with different colors representing different years.

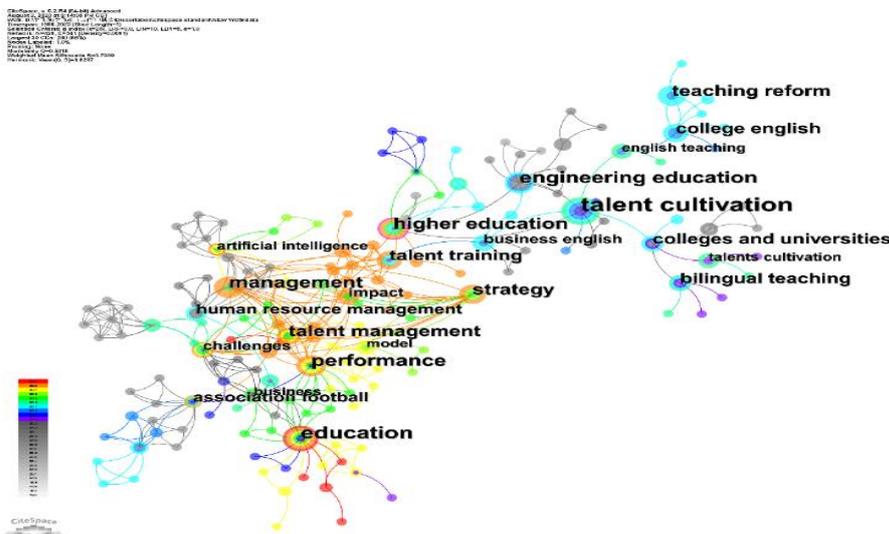


Figure Error! No text of specified style in document.: Knowledge map of high-frequency keyword co-occurrence

The above figure intuitively displays various high-frequency keywords. Using CiteSpace software to calculate the centrality of each keyword, you can understand the importance of this keyword in this research field. It can be seen from Figure 2: First, in terms of frequency of occurrence, keywords such as “education, talent cultivation, performance, higher education” are the most common in international talent cultivation. Common; secondly, from the perspective of centrality, keywords such as "higher education, performance, talent cultivation, management" may be an important foundation and evolution of international talent training research Inflection point; Third, from the perspective of years, keywords continue to appear from 2006 to 2019, indicating that scholars are still studying the topic of international talent training; in addition, most of the keywords appeared after 2006. This shows that the research theme of international talent training is gradually taking shape at this stage, and the research is mainly conducted around these high-frequency keywords.

5.2. Research Topics

Word frequency analysis of keywords reveals a rough research focus, but precise judgments cannot be made based on frequency alone. To clarify the research theme of international talent training, further analysis is needed. To this end, this article uses CiteSpace software to conduct graph analysis on the overlay graph formed by keyword co-occurrence clustering and emergent topic words, and finally formed 39 clusters, as shown in Figure 3. In clustering maps, the module value (Q value) and the average silhouette value (S value) are usually used to judge the presentation effect of the clustering map. When the Q value is greater than 0.3 and the S value is greater than 0.7, it indicates that the clustering structure is significant and effective. The larger the value, the more representative the clustering result is. The Q value in Figure 3 is 0.8956 and the S value is 0.9762, indicating that the clustering results of international talent training are convincing. In addition, the number in the figure indicates the size of the cluster. The smaller the number, the larger the scale of the cluster and the more keyword nodes. Among the 39 clusters, the top 5 clusters are: #0 learning application, #1 talent cultivation model, #2 third culture kid, #3 career capital, #4 match performance.

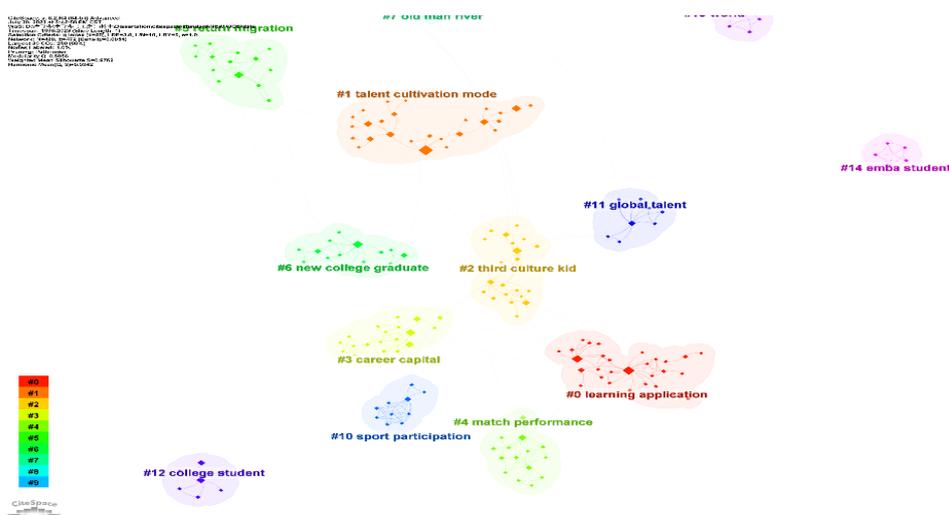


Figure 3: Keyword co-occurrence clustering knowledge map

Based on the above analysis, combined with the previous high-frequency keyword co-occurrence

map, high-frequency keywords and centrality, the research topics on international talent training mainly focus on the following three aspects: international talent training in various majors, internationalization Teaching reform and international talent management for talent cultivation.

First, research on international talent cultivation mode of various majors in universities. For example, financial service-outsourcing talents(QiaolingFu & Zhao, 2014) and international trading(Mei et al., 2016), cross-border e-commerce, Neo-Confucian Businessman(Miao & Li, 2014), ceramics industry(Hu et al., 2018), etc., all of them firstly discuss the talent cultivation problems of the profession or industry and then discuss the new talent cultivation mode in order to adapt to the development of globalization.

Second, education reform research for international talent development. Scholars have discussed how to carry out teaching reform, as education is one of the key components of talent cultivation. The first is to introduce bilingual education, while the second is to innovate teaching techniques. Y. Chen et al. (2014) pointed out that bilingual teaching is an important way for colleges and universities to cultivate international talent. With the development of global economic integration, professional standards are also becoming international(Liu, 2006), bilingual teaching can enhance students' international communication ability and better adapt to the development of the global economy. The reform of teaching methods mainly includes breaking the traditional classroom teaching, such as recording online courses in advance(De Ruijter et al., 2015), which allows people from different countries to learn high-quality courses online, and creating virtual platforms based on Internet of Things (IoT) technology to help university students learn related skills(Wang & Li, 2022). Yuan et al (2021) proposed an innovative educational teaching method that integrates data visualization techniques and critical thinking training to improve students' decision-making literacy. These are very specific teaching reform practices.

Third, research on international talent management. Tarique & Weisbord (2013) studied the intercultural competence of TCKs (TCKs are individuals who have experienced experiences across different cultures and countries and retain this intercultural physical identity in adulthood), and the results of the study proved that individuals with early international experiences are somewhat interculturally competent, and this study can help human resource management professionals to identify and train expatriate managers. The research of Barkhuizen et al. (2022) and Wan (2019) highlights the importance of recognizing and embracing female leadership in the modern workplace, encouraging firms to create more feminine workplace cultures that enable women to realize their full potential and establish themselves as senior leaders. Wan (2019) discussed the factors required for global human resource development for leadership of foreign subsidiaries and he argued that social support, social learning, and social capital contribute to the development of global human resources. Mousa et al. (2022) compare the extent to which talent management practices in the post-COVID-19 era differ from those before the pandemic, and he argue that organizational support and continuous learning play a critical role in the development of resilience in individual employees when faced with extreme events such as COVID-19.

5.3. Research Trends

This article uses the keyword emergence analysis function of CiteSpace to analyze 618 articles and obtain the top 20 keywords (as shown in Figure 4). Keyword emergence refers to the phenomenon that the frequency of a specific keyword in the literature suddenly and significantly increases over a period of time. This sudden increase in frequency may indicate that the keyword has become popular or important in the field, and may represent A new research hotspot or frontier.

As can be seen from the figure, all keywords appeared after 2009, and no emergent words appeared before that. This shows that scholars did not pay much attention to the field of international talent training before that. Some keywords last for a short time after appearing, such as "service outsourcing", "teaching reform", "university English", "cultivation mode", "Business English", etc., which shows that the influence cycle of these topics is not very long. Some keywords last longer, "college and university", "engineering education" and "talent cultivation" which indicates that these topics have a longer influence cycle during that period.

In addition, through keyword emergence, researchers can speculate on what aspects future research topics may focus on. As can be seen from Figure 4, some keywords appeared relatively late but continue to this day, such as "talent management", "strategy", "education", and "performance". This shows that they are still being paid attention to and will be used in the future. may be noticed. Therefore, future research areas related to international talent training may include international talent management research, international talent education research, and global competency research.

Top 20 Keywords with the Strongest Citation Bursts

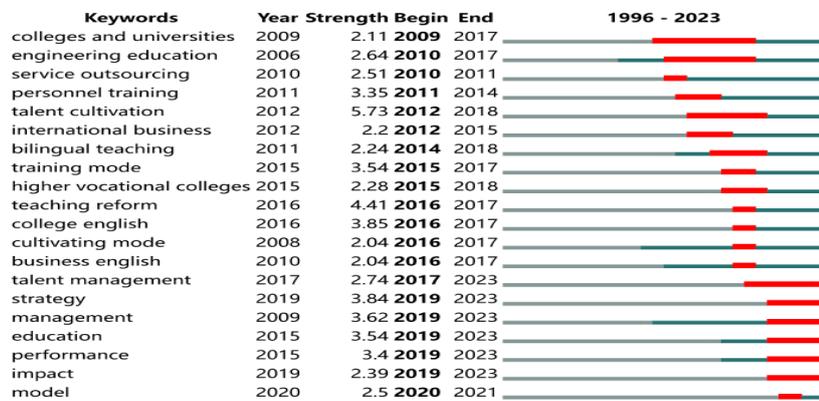


Figure 4: Knowledge map of keyword emergence

6. Cultivation of International Talents in Social Work

By searching the literature, the researcher found that there are currently not many documents on international talent training for social work majors. Scholars mainly focus on the following three aspects.

6.1. the Necessity of Cultivating International Social Work Talents

It is necessary to cultivate international talents for social work, and one of the important reasons is the development of globalization. The development of globalization has led to changes in the world's political economy, population, culture, and technology, which has brought challenges to the social work profession and social work education (Reisch, 2013).

On the one hand, globalization is affecting the organization of the social work profession and its knowledge base, affecting the issues that social workers deal with, particularly the inequality issues (Payne & Askeland, 2016a). In the future, to cope with these challenges, social workers must possess corresponding qualities, including international knowledge and skills. Therefore,

taking international talents as a training goal is one way for social workers in various countries to respond to globalization changes effectively.

On the other hand, cultivating international talents is also an important part of the internationalization of higher education for countries and their institutions to adapt to the development of globalization. Today, social work is a global profession; it is taught in 3572 training institutions in 159 countries (Ioakimidis & Sookraj, 2021), covering most countries and regions around the world. To promote international social work education in various countries, IFSW also proposes global standards for international social work education and training. Cultivating international talents is a concrete manifestation of international social work education and an inherent requirement for the development of social work as a global profession.

6.2. Specific Strategies for Cultivating International Talents in Social Work

There is not much literature on specific models or methods for cultivating international talents in social work. Some scholars have done some case studies or pilot studies on specific training strategies. In general, there are two ways besides the traditional teaching model. One is to use specific science and technology for teaching, and the other is to use experiential teaching methods.

The first is to use technology to carry out teaching and build curriculum models. Here are three specific cases. Egonsdotter & Bengtsson (2023) conducted case studies for social work students through the use of computer-based simulation, SimChild, which puts students in the position of professional social workers evaluating child protection cases. Summary statistics from SimChild exercises form the basis of workshops where students can reflect on their decisions. Rambaree et al. (2023) uses virtual reality (VR) to enhance cultural empathy in international social work education. The specific approach is to enhance the cultural empathy skills of international social work students through exposure to specific scenarios through head-mounted virtual reality technology. Additionally, Bye et al (2006) proposed using network technology to construct an international content model in social work courses, and made suggestions on how to apply this model to other social work course areas, including child welfare, advanced policy, mental health, social environment and human behavior.

The second is to use experiential teaching methods to enhance students' internationalization. Das & Rösner (2023) and Lalayants et al. (2014) pointed out in a study that the semester abroad model can expose students to an international environment and support students to develop a variety of knowledge, values and skills for social work practice in a globalized world, and its learning outcomes are comparable to other international teaching methods. The research results also show that international social work education needs more experiential and practical aspects (Lalayants et al., 2014).

6.3. Standards for Cultivating International Talents in Social Work

Although social work is a global profession, IFSW sets global standards for international social work education. However, the profession of social work has developed a unique identity in each country due to differences in religious, historical, cultural and political backgrounds (Crisp, 2017).

Wilińska et al. (2022) found in a survey that internationalization, global knowledge and cross-cultural skills seem to be attractive to contemporary young people, but there are also limitations for the new generation of social workers who are about to start their first job. Internationalization

is important for social work, but it cannot be taken for granted as a common good. One of the major threats internationalization poses to social work education and practice is the threat of losing local relevance and local identity (Wilińska et al., 2022). Therefore, in the process of cultivating international talents for social work, we must avoid completely copying the global standards of international social work education and regard Western practice or training models as a universal standard (Payne & Askeland, 2016b).

In addition, while emphasizing international training, we must also pay attention to understanding local social work perspectives, deepen students' understanding of local social work practices, and cultivate diverse perspectives that transcend their home country and mainstream culture (Higashida et al., 2023). When it comes to choosing training standards, we still have to compete between global standards and local perspectives and choose a training model that is suitable for our country or region.

7. Conclusion

This article focuses on the theme of "international talent training" and analyzes its research status, specific research content, research hot spots, research trends, etc. The training of international talents involves a wide range of disciplines, including humanities and natural sciences. This also indirectly reflects that many majors have some needs in the cultivation of international talents. From a quantitative point of view, China has the largest number of research documents on international talent cultivation, accounting for more than 60% of the total number of publications, and most of the research focuses on the international talent cultivation model in universities.

In terms of popularity, international research on this topic has declined in the past decade. However, research literature in China has gradually increased in recent years. Most of the research was conducted in the context of China's "One Belt, One Road" policy. With the proposal of China's "Guangdong-Hong Kong-Macao Greater Bay Area" international education demonstration zone and the "One Belt, One Road" initiative, China will still maintain a certain degree of enthusiasm for international talent training in the future.

Judging from the research content, researchers have conducted extensive research on international talent training from the aspects of the definition of international talents, training issues, training concepts, training models, supporting conditions, etc. Most of the current literature on international talent training focuses on the training of international talents in management-related majors, and the research time is relatively early and relatively mature. On the contrary, there are very few documents that specifically discuss the cultivation of international talents in the social work major. The only articles on the cultivation of international talents in the social work major still discuss it from the perspective of international social work education standards. Furthermore, most of the existing literature and research are biased toward the field of education and are very academically rational. Some theories are somewhat obscure for readers who are not majoring in education. For the practical social work major, some theories are not suitable for cultivating international talents in the social work major, and their guiding significance is limited.

In general, the current research on international talent training is not deep enough. Most scholars only put forward some suggestions for improving talent training from a speculative perspective, without conducting empirical research on the current situation of international talent training; in addition, their suggestions are often difficult to adopt and promote due to lack of pertinence. Therefore, future research, including research on the cultivation of international talents in social work, can start from an empirical perspective, reflect on and summarize the experience of

cultivating international talents in colleges and universities, combine existing theoretical models, continuously improve the international talent training mechanism, transform it into teaching results, and put it into practice.

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