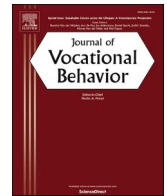




ELSEVIER

Contents lists available at [ScienceDirect](https://www.sciencedirect.com)

Journal of Vocational Behavior

journal homepage: www.elsevier.com/locate/jvb

Career transitions across the lifespan: A review and research agenda

Jos Akkermans^{a,*}, Serge P. da Motta Veiga^b, Andreas Hirschi^{c,d}, Julian Marciniak^c

^a Vrije Universiteit Amsterdam, School of Business and Economics, Department of Management and Organization, De Boelelaan 1105, 1081, HV, Amsterdam, the Netherlands

^b NEOMA Business School, 59 rue Pierre Taittinger, 51100 Reims, France

^c University of Bern, Institute for Psychology, Fabrikstrasse 8, CH-3012 Bern, Switzerland

^d Deakin Business School, Deakin University, Melbourne Burwood Campus, 70 Elgar Road, Burwood, VIC 3125, Australia

ARTICLE INFO

Keywords:

Career transitions
School-to-work
Work-to-work
Unemployment-to-work
Work-to-retirement
Work transitions
Role transitions

ABSTRACT

Career transitions are becoming increasingly prevalent across the lifespan, and research on the topic has proliferated in recent years. However, the literature is fragmented across disciplines and has primarily focused on specific one-off transitions (e.g., school-to-work, unemployment-to-work, work-to-work, work-to-retirement). To reconcile these different perspectives, we conducted a review of processual career transition research, analyzing 93 quantitative longitudinal studies in this area. We problematize and synthesize the existing literature focusing on four main challenges: (1) an overemphasis on normative and predictable transitions, (2) a fragmented use of theories, (3) a lack of focus on behavioral antecedents and outcomes, and (4) a lack of attention to boundary conditions. Building on these literature critiques, we formulate a future research agenda across five directions by integrating the existing studies into a self-regulation framework of career transitions. This review thereby contributes to creating a more consistent and integrative understanding of career transitions across the lifespan.

1. Introduction

Over the course of their professional life, individuals navigate a range of career transitions because careers become ever more complex and individualized (McDonald, 2018; Tomlinson et al., 2018). Indeed, career and vocational psychology scholars generally agree that as careers are increasingly focused on continuous learning and development, career patterns have become more dynamic and idiosyncratic (De Vos et al., 2019; De Vos et al., 2021; Fouad & Kozlowski, 2019). As a result, career transitions not only occur at relatively predetermined points in time (i.e., normative career transitions, such as school-to-work transitions) but also more and more often throughout the life span (i.e., idiosyncratic career transitions, such as work-to-work transitions). Moreover, research shows that successfully managing career transitions has implications for long-term career success, work adjustment, and well-being (e.g., Bauer et al., 2007; Bol et al., 2019; Wang & Shi, 2014). Hence, understanding career transitions across the lifespan is more relevant than ever. More specifically, given the importance of career transitions in (re)shaping career paths and work experiences, it is crucial to have a solid understanding of career transitions as longitudinal processes.

* Corresponding author.

E-mail addresses: j.akkermans@vu.nl (J. Akkermans), serge.damottaveiga@neoma-bs.fr (S.P. da Motta Veiga), andreas.hirschi@unibe.ch (A. Hirschi), julian.marciniak@unibe.ch (J. Marciniak).

<https://doi.org/10.1016/j.jvb.2023.103957>

Received 20 June 2023; Received in revised form 12 December 2023; Accepted 15 December 2023

Available online 29 December 2023

0001-8791/© 2023 The Authors. Published by Elsevier Inc. This is an open access article under the CC BY license (<http://creativecommons.org/licenses/by/4.0/>).

Table 1

Overview of previous reviews on career transitions, and their similarities and differences to the current review.

Authors	Focus	Definition of transition	Comparison to our review
Louis, 1980	<ul style="list-style-type: none"> • Career transition divided into (1) interrole transitions (entry/re-entry; intracompany; intercompany; interprofession; exit) and (2) intrarole transitions (intrarole adjustment; extrarole adjustment; role/career-stage transition; life-stage transition) • Coping with career transitions through the Sense-Making Process 	“... the period during which an individual is either changing roles (taking on a different objective role) or changing orientation to a role already held (altering a subjective state)”	<ul style="list-style-type: none"> • Our review does not solely focus on interrole and intrarole transitions; we investigate idiosyncratic and normative career transitions • We describe which theories and variables have been most commonly used for each transition, and offer framework suggestions on how to investigate career transitions as a whole
Nicholson, 1984	<ul style="list-style-type: none"> • Work role transition • Characteristics of the person, the role, and the organization that influence the transition 	“...any change in employment status and any major change in job content, including all instances of ‘status passages’, forms of intra- and interorganizational mobility, and other changes in employment status (e.g., unemployment, retirement, reemployment)”	<ul style="list-style-type: none"> • Both reviews investigate personal and contextual factors but our review focuses more broadly on career transitions (vs. work role transitions) • We investigate variables beyond personal, role and contextual factors, such as behaviors, motivations, attitudes, and cognitions
Ashforth et al., 2000	<ul style="list-style-type: none"> • Role transitions involving (1) home, (2) work, and (3) other places • Boundaries, role identities, role boundaries, role integration 	“... a boundary-crossing activity, where one exits and enters roles by surmounting boundaries”	<ul style="list-style-type: none"> • Our review does not focus on role transitions, but on a multitude of factors that occur before, during, and after a career transition • Both reviews elaborate on the boundary conditions, yet, we conclude that boundary conditions have not been sufficiently studied in career transition research
Fouad & Bynner, 2008	<ul style="list-style-type: none"> • Work transitions such as “move of young people from school to work and the moves of adults from work to other work, from work to nonwork, and from nonwork to work” • Describing work transitions in terms of capabilities, identity, context, and (in) voluntary transitions • Providing governmental policy implications 	N/A	<ul style="list-style-type: none"> • Whereas Fouad and Bynner mainly focus on a conceptual overview of work transitions, our review focuses on identifying the (a) theories and (b) variables that have been studied in career transition research • We challenge the fragmentation of the theories across transition types, and argue that it is possible to theorize across transition types
Bliese et al., 2017	<ul style="list-style-type: none"> • Transitions in response to acute events (e.g., work-place trauma) • An emphasis on the discontinuous growth model, which segments a transition into pretransition, the transition event, and the post-transition recovery • Inclusion of studies that have all three transition steps, as well as studies that only focus on the post-transition recovery 	N/A	<ul style="list-style-type: none"> • Both reviews distinguish three different transition periods: before, during, and after • Our review does not focus solely on transitions in response to acute events. We investigate normative and idiosyncratic transitions. • We provide an overview of and suggestions for theories that could be used across transition types
Sullivan & Al Ariss, 2021	<ul style="list-style-type: none"> • Assessing the state of the literature on career transitions across disciplines (e.g., HRM, OB, entrepreneurship) • Inductively analyzing the main theories used to research and understand career transitions 	The authors used the definition by Louis (1980) at the top of this table	<ul style="list-style-type: none"> • Both reviews adopt a broad perspectives on career transitions beyond a specific transition type • Their review primarily focuses on theories used in career transition research, whereas ours focuses on analyzing empirical work to uncover critical factors that play a role before, during, and after career transitions
De Vos et al., 2021	<ul style="list-style-type: none"> • Career transitions and employability • Integration of both terms (e.g., conceptual overlap, agency vs. structure, objective vs. subjective) • Career transitions as antecedent of employability as well as bi-directional relationship between employability and career transitions 	“... the moves within or across those social spaces, meaning that every move from one position to another can be considered as a career transition. As such, career transitions encompass much more than the transition from school to work or from unemployment to work; they are a recurring issue throughout the lifespan”	<ul style="list-style-type: none"> • While employability is an investigated variable in our review, our review focuses more broadly on career transitions as processes • We systematically reviewed which variables interact before, during, and after career transitions
George et al., 2022	<ul style="list-style-type: none"> • Work role transitions: (1) experience of transitioning (e.g., psychological, physical, relational, behavioral); (2) work and non-work transitions; (3) contextual factors (e.g., 	“...a change to one's position in a social structure, involving psychological, physical, relational, and/or behavioral movement.”	<ul style="list-style-type: none"> • Both reviews include work to non-work transitions and investigate contextual factors. However, we also include the school-to-work and work to retirement transitions.

(continued on next page)

Table 1 (continued)

Authors	Focus	Definition of transition	Comparison to our review
	collateral transitions, impact of others or on others)		<ul style="list-style-type: none"> We go beyond a role transition perspective, and investigate the transitions with a broader set of variables.

Scholars have studied career transitions for a long time. However, literature reviews in this area have predominantly focused on specific one-off transitions, such as school-to-work (e.g., [Blokker et al., 2023](#); [Ng & Feldman, 2007](#)), work-to-retirement (e.g., [Wang & Shi, 2014](#)), work-to-work (e.g., [Ashforth et al., 2000](#); [Fouad & Bynner, 2008](#)), and unemployment-to-work (e.g., [Van Hooft et al., 2021](#)). These reviews are valuable in understanding those career transitions because each has unique characteristics that require customized research. At the same time, their unique focus makes it challenging to discern commonalities and differences across different types of transitions. An integrative review of career transitions across disciplinary silos can provide a more comprehensive understanding of the subject, fostering theoretical advancements and revealing methodological and theoretical inconsistencies across different transition literatures. Such an approach is critical for efficient knowledge development, enabling holistic practice solutions to promote career transitions and facilitating faster knowledge transfer across disciplines.

Therefore, an integrative review is important because different career transitions all feature a process during which individuals prepare for, undergo, and adapt to significant changes in their work content and context. Hence, despite each transition's unique properties, they likely share considerable similarities. For example, regardless of whether someone transitions from school-to-work, work-to-work, or work-to-retirement, they will usually formulate goals and apply certain strategies to achieve those goals. Understanding those general processes across specific career transitions is valuable because it allows for a more unified way of theorizing career transitions across the lifespan (see also [Sullivan & Al Ariss, 2021](#)). Conversely, *not* creating an integrative overview of career transitions research risks overlooking critical factors determining career transition success across transition types, thereby possibly hindering knowledge development in each of them separately. Moreover, understanding both the specific requirements of each transition (as done in other review articles) and the general requirements for career transitions more broadly (as done in this review article) would enable a more balanced and complete overview of how people can navigate various career transitions. This also has practical value, as it can, for example, help professionals prepare workers to develop certain crucial skills applicable to career transitions in general, or policymakers to develop policies to support workers during such transitions.

Therefore, the purpose of our review article is to *problematize* and *critically analyze* the existing research on career transitions to uncover potential theoretical and empirical inconsistencies, methodological shortcomings, and undiscovered commonalities caused by the current fragmentation of career transitions research ([Breslin & Gatrell, 2023](#); [Kunisch et al., 2023](#)). Furthermore, we examine whether we can uncover overarching themes across career transition types, allowing us to *synthesize* the literature into a comprehensive future research agenda that can enhance theory-building in career transition research ([Post et al., 2020](#); [Rojon et al., 2021](#)).

Our literature review will focus on a variety of career transitions and, hence, go beyond existing reviews focusing more narrowly on work transitions ([Fouad & Bynner, 2008](#)), theoretical perspectives in career transition research ([Sullivan & Al Ariss, 2021](#)), conceptual papers on career transitions ([Louis, 1980](#)), (work) role transitions ([Ashforth et al., 2000](#); [George et al., 2022](#); [Nicholson, 1984](#)), career transitions and employability ([De Vos et al., 2021](#)), and methodological reviews ([Bliese et al., 2017](#)) on transition research. [Table 1](#) provides an overview of these articles and shows how our review study builds on and extends them.

Overall, our review makes two critical contributions to the literature. The first significant contribution is that our problematization of the existing literature allows us to identify four major conceptual and theoretical challenges. Specifically, the literature review highlights that, among the vast array of career transition research, a majority focuses on normative and relatively predictable transitions. In contrast, much less processual research is available for idiosyncratic career transitions, such as work-to-work. We also challenge the fragmentation of theories used in different transition types and argue that theorizing *across* transition types may bring the field forward. Furthermore, we find that studies have focused primarily on contextual and personal predictors and outcomes, yet much less on the specific behaviors people use to prepare for career transitions. Finally, our review highlights the neglect of examining boundary conditions in prior research. Second, we synthesize the existing literature to outline a future research agenda across five directions focusing on various types of career transitions, building upon an integrative self-regulation framework of career transitions. Our suggestions can reduce the fragmentation in this scholarly field by being clearer and more consistent about definitions, concepts, and theories used across transition types. This will allow more robust interdisciplinary connectivity between thus far disconnected transition literatures, better incorporating significant relevant insights gained from the other literatures.

1.1. Definition and scope

As a starting point of our research, we use the classic definition of a career as the evolving sequence of work-related events over time ([Arthur et al., 1989](#)). As such, any career transition is part of someone's overarching career path and adds to their evolving experiences over time. Stated differently, a career transition is a component of someone's overall career. Research on career transitions has used terms such as career transition and career change often interchangeably ([Sullivan & Al Ariss, 2021](#)) while also referring to a vast range of changes in work roles, as well as job, organization, or occupational changes as career transitions ([Forrier et al., 2009](#); [Louis, 1980](#); [Ng et al., 2007](#)). However, despite these inconsistencies, several shared elements of a career transition exist. Specifically, career transitions involve a major change in work content and context, which goes beyond relatively minor changes within one's work (e.g., job rotation or job enrichment). Furthermore, a career transition involves a longitudinal process through which individuals

typically go through various phases (i.e., before, during, and after the transition) involving multiple factors (e.g., individual, contextual, behavioral, etc.). As such, to scope this literature review on career transitions, we introduce the following definition:

“A career transition is a process during which an individual typically prepares for, undergoes, and adjusts to a significant change in work-related content and context in their career.”

Because we conceptualize career transitions as evolving processes, we chose only to include studies in our review that encompass such a process. This means we only considered quantitative longitudinal research. Although we acknowledge that some useful insights may be gained on career transitions from cross-sectional “snapshot” studies, focusing on longitudinal studies is better aligned with our characterization of a career transition and allows better insight into the inherent dynamics of career transitions. Moreover, from the perspective of methodological rigor, this specific focus on longitudinal career transitions allowed us to cover a broad but also selective body of literature that we could analyze in-depth (Alvesson & Sandberg, 2020).

Overall, our literature review's scope includes both normative and idiosyncratic career transitions. From a lifespan perspective (Rudolph, 2016), career transitions can be normative and age-graded in that the societal context (e.g., educational institutions, policies, labor laws) determines the age at which certain career transitions should occur. Such normative transitions include transitions from school to work (Akkermans, Collings et al., 2021; Ng & Feldman, 2007) and from work to retirement (Wang & Shi, 2014). Other career transitions include the transition from work to work (Fouad & Bynner, 2008) and from unemployment to work or from work to unemployment (Van Hooff et al., 2021; Wanberg, 2012). Such transitions are largely idiosyncratic and can occur at various moments in people's lives without any clear societally imposed rules. Before discussing our review's main findings, we provide details on our literature review method.

2. Literature review method

2.1. Literature search

To identify articles for our review, we conducted a literature search covering peer-reviewed articles. Specifically, we adopted a systematic literature review approach to problematize and synthesize the available literature (Fan et al., 2022; Kunisch et al., 2023; Rojon et al., 2021). The literature search was conducted with SCOPUS and included articles between 1980 and the end of January 2023. We chose Louis' (1980) conceptual article on career transitions as the starting point of our literature search because this was a seminal article in the field that presented the first integrative conceptualization of career transitions. This is consistent with other articles on career transitions, such as Sullivan and Al Ariss' (2021) review of career transition theories, which have also adopted this starting point for their literature review.

As a starting point, we searched abstracts, titles, and keywords that included the following terms: career transition, occupational

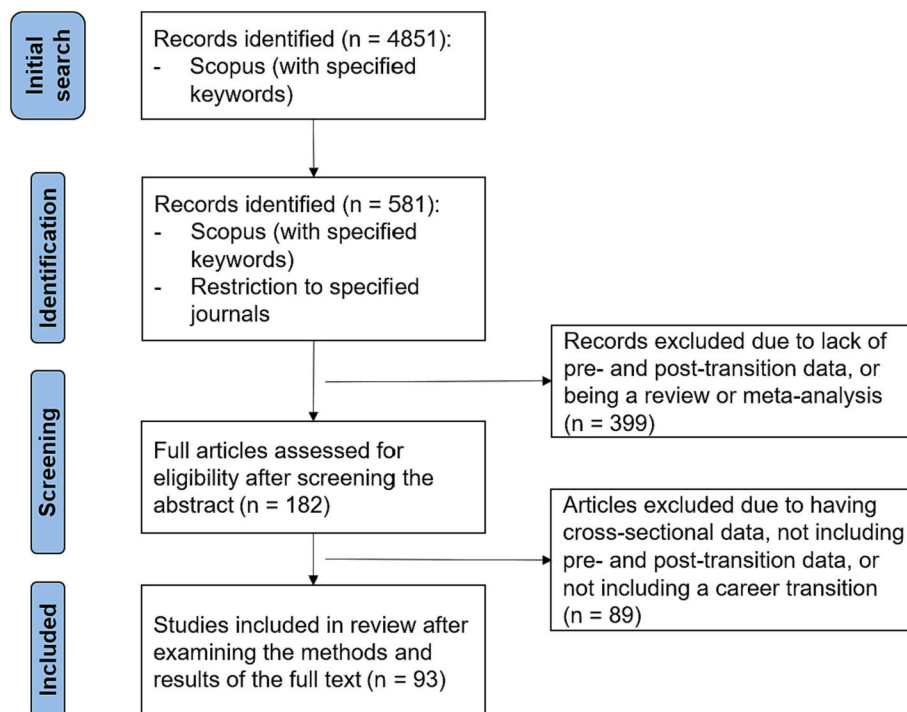


Fig. 1. PRISMA flow diagram of literature review process for career transition studies.

Table 2
 Descriptive overview of all coded studies divided by career transition domain, including most frequently used unique variables (significant and non-significant).

Transition	Total # studies	Predictors	Mediators	Moderators	Outcomes	Average sample size	Average amount of waves	Average time span of studies (in years)	% of studies using change analysis
School-to-work	39	115 e.g., gender, education, personality factors (e.g., big five, learning orientation, proactivity), interventions, education	31 e.g., career adaptability, work values	17 e.g., gender, search strategy, conscientiousness, support	84 e.g., job/career satisfaction, employment status, p-e fit, organizational commitment	576	3.66	3	45 %
Work-to retirement	12	44 e.g., age, gender, health, social support	1 bridge employment	4 e.g., gender, marital status, type of retirement	12 e.g., retirement status, life satisfaction	1293	4.8	7.2	61 %
Work-to-work	2	10 e.g., support, narrative (e.g., career construction), calling	1 family adjustment	2 perception of move; age	3 e.g., employment status, career success; salary	1611	3	4.7	75 %
Unemployment-to-work	41	138 e.g., job search (e.g., intensity, motivation), age, social support, education, personality factors (e.g., big five, learning orientation)	28 e.g., job search strategy, networking	13 e.g., gender, age, self-efficacy, extraversion	49 e.g., (re)-employment status, job/life satisfaction, turnover intentions, mental health	2134	4	1.8	39 %

5

transition, job transition, work transition, career change, school-to-work, career preparation, retirement transition, retirement adjustment, work adjustment, newcomer adjustment, or reemployment. Applying these criteria with boolean operators to ensure the plurals of keywords, we found 4851 search results (see also Fig. 1). Most of these results dealt with categories such as policy making (e.g., education policies), the health sector (e.g., medicine), and coaching (e.g., sports), which did not provide meaningful information for this review. As such, to further refine the search, we limited it to the fields that most often published research on career transitions, which were management, psychology, sociology, gerontology, and international business. Furthermore, we focused our search on the leading journals in their respective fields (i.e., overall reputation in the field, strong journal impact factor, and overall citations). This is a common approach in review articles in management and psychology (Harari et al., 2020) and has been applied in review articles in the Journal of Vocational Behavior (e.g., Jiang et al., 2019) and other journals that have specialized review issues, such as the Journal of Management (e.g., Arena et al., 2022) and the Journal of Organizational Behavior (e.g., Sun et al., 2023). As a result, we searched and retrieved the following journals: Academy of Management Journal, Administrative Science Quarterly, American Journal of Sociology, American Sociological Review, Human Relations, Human Resource Management, Human Resource Management Journal, Journal of Applied Psychology, Journal of International Business Studies, Journal of Management, Journal of Management Studies, Journal of Occupational and Organizational Psychology, Journal of Organizational Behavior, Journal of Vocational Behavior, Journal of World Business, Organization Science, Organizational Behavior and Human Decision Processes, Personnel Psychology, The Gerontologist, The International Journal of Human Resource Management, The Journals of Gerontology: Series B, and Work, Aging, and Retirement. Finally, we included three additional journals that are considered “core” career journals to ensure that we captured the career field sufficiently: Career Development International, Journal of Career Assessment, and Journal of Career Development.

This search resulted in 581 papers. We considered only quantitative articles that included longitudinal pre- and post-transition data. These inclusion criteria directly follow our definition of a career transition as a dynamic process that evolves over time. To ensure the consistency of the exclusion criteria, the four authors coded 45 papers by inspecting abstracts and titles. We compared agreement between sets of two authors (i.e., two authors comparing 15 articles) and achieved an average agreement of 80 %. Outstanding disagreements were discussed until a resolution was found. Based on the established criteria, one author coded the remaining papers and excluded 399 papers: 20 were reviews or meta-analyses, and the remaining did not have pre- and post-transition data or were qualitative studies.

For the remaining 182 articles, the fourth author examined the methods and results sections of the full text. Here, the author looked at whether (a) the data were longitudinal and included pre- and post-transition data, and whether (b) an actual career transition occurred. For the former, the author inspected the methods description and results section to see how many waves occurred and how long the gaps between waves were. For the latter, the author checked how the authors defined the career transition or what transition outcomes were used. Using these criteria, the author removed an additional 89 papers, as they were either cross-sectional, did not include pre- and post-transition data, or did not include a career transition. This resulted in a final sample of 93 papers eligible for full coding.

2.2. Article and variable coding

We coded each article: (1) by indicating the specific predictors, mediators, moderators, and outcome variables investigated and (2) by coding methodological aspects in terms of measurement waves (and their separation in months), sample size, and whether the study used longitudinal change analysis (i.e., assessed a change in a variable over time). To ensure consistency for the coding, each of the four authors coded 5 out of 15 randomly selected articles. Sets of two authors compared their coding of the variables (i.e., predictors, mediators, moderators, and outcomes), which resulted in an average agreement between all authors of 93 %. Whenever coding was unclear or inconsistent, the authors discussed the best approach for coding the article until the discrepancies were resolved. The fourth author completed the remaining variable coding by inspecting the methods and results sections. The investigated variables of each article were drawn from the descriptions of the methods, and tables or figures were drawn from the results section. After grouping the variables into their respective category (i.e., predictor, mediator, etc.), we created lists that showed the quantity of each investigated variable for each category per transition type. This allowed us to sort and investigate the most studied variables across each transition type and category.

3. Review findings

An overview of the main descriptive findings of our literature review can be found in Table 2. We noticed a few trends across the different domains of career transitions. First, career transition research before and around 2000 primarily studied contextual predictors, such as support (Caligiuri et al., 1998) and educational variables (Bynner & Parsons, 2002; Vuori & Vesalainen, 1999). Since then, researchers have increasingly investigated personality factors as predictors (e.g., Pan et al., 2018; Van Hoof et al., 2022; Vandenberghe et al., 2021). Second, when looking at the methodological aspects, we noticed differences across all transition types. School-to-work research uses of the smallest average sample sizes ($M = 576$) when compared to the other three transitions, which regularly use samples larger than 1000 participants. Unemployment-to-work transitions are usually investigated within 1.8 years, which is lower than the remaining transition types, ranging from 3 to 7.2 years. We noticed that studies across all transition types used several data collection waves (ranging on average from 3 to 5). However, we noticed that school-to-work and unemployment-to-work, compared to work-to-work and work-to-retirement, use change analysis more sparingly (i.e., 45 % and 39 % versus 75 % and 61 %, respectively). Finally, despite a changing narrative around career transitions for the past 30 years, we observed the transition outcomes, across transition types, have remained largely the same, namely (re-)employment status, job satisfaction, and well-being

indicators (e.g., Van Hooff et al., 2022; Ferreira et al., 2015; Hoare & Machin, 2010; Pinquart et al., 2003; Wanberg, 1995; see also Challenge 1).

In the following sections, we present the state of research on career transitions based on our review and delineate four challenges focused on conceptual and theoretical inconsistencies and tensions, which are that processual career transition research has (1) focused predominantly on normative and predictable career transitions while neglecting idiosyncratic transitions, (2) failed to integrate theorizing across transition types, (3) focused strongly on relatively static predictors while under researching dynamic behavioral predictors, and (4) neglected to study boundary conditions that may be critical within and across transition types.

3.1. Challenge 1: Focusing on the predictable while neglecting the idiosyncratic

Our review showed that 54 % of the identified studies focused on the two normative, societally structured career transitions of school-to-work (41 %) and work-to-retirement (13 %). Another 43 % focused on the unemployment-to-work transition, and only 3 % of our literature search studies investigated work-to-work career transitions.

Although the specific variables studied in the three main areas differ significantly, their research questions are similar. First, studies on the school-to-work transition examined mainly transitions from university (55 %) or mandatory school (41 %) to work and, more rarely, from vocational training to work (5 %). They frequently focused on how pre-transition factors can explain the employment status after the transition (unemployed vs. employed) and which factors can explain job and career satisfaction (e.g., Kim & Beier, 2020; Koen et al., 2012), person-job fit (Neuenschwander & Hofmann, 2021; Zhang et al., 2021), and work commitment (e.g., Ashforth & Saks, 1996; Vandenberghe et al., 2021) after the transition. Second, research on the work-to-retirement transition was mainly concerned with identifying which factors can explain whether someone retires (vs. delays retirement), how well-being in retirement can be predicted (Heybroek et al., 2015; Wang, 2007), and how pre-retirement factors can explain activities after retirement, such as bridge employment or volunteering (Grünwald et al., 2021; Zhan et al., 2015). Third, studies on the unemployment-to-work transition frequently investigated which factors can predict reemployment status and quality (Šverko et al., 2008; Van den Hee et al., 2020), job satisfaction, and commitment after transitioning into work (Lim et al., 2016; Wanberg et al., 2000), and the individual's general well-being and mental health during the transition (Ferreira et al., 2015; Wanberg, 1997).

Overall, the questions related to these types of transitions are remarkably similar, even though the transitions typically occur at very different points in the career lifespan. More specifically, regardless of the specific type of career transition, research on normative and relatively predictable career transitions seems to be primarily concerned with how employment status resulting from a transition can be predicted and how the degree of satisfaction and psychological engagement in the new post-transition role can be explained (Jokisaari & Nurmi, 2005; Lo Presti et al., 2021; Wanberg et al., 1999). In addition, there is a significant focus on explaining the general well-being during and after these transitions (e.g., Caplan et al., 1989; Dingemans & Henkens, 2014; Kvasková et al., 2022).

Given that many career transitions might be idiosyncratic changes where individuals change jobs, positions, organizations, or occupations without age-graded and societally imposed transition points, it is surprising that we could not identify more studies addressing these types of work-to-work career transitions. This is likely because prospectively conducting such studies is very difficult precisely because such career transitions are idiosyncratic and do not emerge at predictable transition points. Indeed, only one of our coded studies by Prussia et al. (1993) looked at a planned layoff in a manufacturing plant and investigated whether the unemployed individuals regained employment. In addition, studies that examine more predictable work-to-work transitions, such as newcomer

Table 3
Frequency of theories used in career transition research divided by transition type.

Theory	Key references	School-to-work	Work-to-retirement	Work-to-work	Unemployment-to-work
Human capital theory	e.g., Becker, 1962, 1975	2 (5,13 %)	2 (33,33 %)	0 (0 %)	4 (9,76 %)
Resource approach (e.g., COR, JDR)	e.g., Bakker & Demerouti, 2017; Hobfoll, 1989	1 (2,56 %)	1 (16,67 %)	4 (33,33 %)	4 (9,76 %)
Career construction/career adaptability	e.g., Savickas, 1997	8 (20,51 %)	1 (16,67 %)	0 (0 %)	3 (7,32 %)
Continuity theory	e.g., Atchley, 1989	0 (0 %)	0 (0 %)	3 (25 %)	0 (0 %)
Life-course/life-span	e.g., Savickas et al., 1996; Vondracek et al., 1986	5 (12,82 %)	0 (0 %)	3 (25 %)	0 (0 %)
Labor spillover	e.g., Hirsch & Neufeld, 1987	0 (0 %)	2 (33,33 %)	0 (0 %)	1 (2,44 %)
Role theory	e.g., Kim & Moen, 2001; Ebaugh, 1988	0 (0 %)	0 (0 %)	6 (50 %)	0 (0 %)
Job Search Theory	e.g., Kanfer et al., 2001; Van Hooff et al., 2021	2 (5,13 %)	0 (0 %)	0 (0 %)	7 (17,07 %)
Self-determination theory	e.g., Deci & Ryan, 2008; Ryan & Deci, 2017	2 (5,13 %)	0 (0 %)	1 (8,33 %)	2 (4,88 %)
Social cognitive (career) theory	e.g., Bandura, 1986; Lent et al., 2002	10 (25,64 %)	0 (0 %)	0 (0 %)	1 (2,44 %)
Theory of Planned Behavior	e.g., Ajzen, 1991	0 (0 %)	0 (0 %)	0 (0 %)	2 (4,88 %)
Happenstance Learning Theory	e.g., Mitchell et al., 1999	1 (2,56 %)	0 (0 %)	0 (0 %)	0 (0 %)
Social exchange theory	e.g., Cropanzano & Mitchell, 2005	1 (2,56 %)	0 (0 %)	0 (0 %)	0 (0 %)
Goal setting, realization, appraisals, orientation	e.g., Locke & Latham, 1990; Dweck, 1986	3 (7,69 %)	0 (0 %)	0 (0 %)	0 (0 %)
Socioemotional Selectivity Theory	e.g., Carstensen, 1995	0 (0 %)	1 (16,67 %)	1 (8,33 %)	1 (2,44 %)

adjustment, rarely investigate pre-transition states and focus on post-transition adaptation and changes (e.g., Morandin et al., 2021; Takeuchi et al., 2021). Similarly, research on job turnover tends to focus on pre-transition states while typically neglecting what happens once someone leaves their organization (e.g., Davis et al., 2015).

Conversely, school-to-work and work-to-retirement career transitions can be more accurately predicted, and individuals undergoing a nonwork-to-work transition can be identified through their unemployment status. This allows researchers to conduct specific studies related to these career transitions more easily. However, it seems unfeasible for any single research project to follow many individuals over several years in the hope that some of them might, at some point, engage in a work-to-work career transition. Hence, such studies need to rely on large-scale data collections and available panel data, which might limit the available data to address specific research questions. Then again, this suggests many opportunities for researchers to capitalize on publicly available datasets to investigate which factors from before a transition affect transition outcomes in work-to-work career transitions.

Overall, the underrepresentation of idiosyncratic career transitions in our literature search uncovers a significant problem in the literature. After all, the main themes emerging from the more normative and predictable career transitions – for example, about pre-transition states predicting post-transition employment status and well-being – are likely relevant for understanding how people navigate transitions from one job to the other. Moreover, insights into navigating work-to-work transitions may be valuable for understanding more predictable transitions. Hence, we argue that a better balance between predictable and unpredictable career transition research is needed.

3.2. Challenge 2: Using theories in a fragmented way and creating disciplinary silos

The second central theme we address is the fragmented and inconsistent use of theories in career transition research. More specifically, our literature search of processual career transition studies uncovered a broad range of theoretical perspectives across transition types (see Table 3 for an overview). Interestingly, there does not appear to be a dominant theoretical perspective to investigate career transitions generally, nor for specific career transition types. Hence, the comparability of theorizing across career transition types is currently limited because many different theoretical explanations exist for how people navigate career transitions successfully. Though specific constructs likely differ across transition types (e.g., key outcome variables such as time-to-first-job in the school-to-work transition vs. placement in unemployment-to-work), the underlying theoretical mechanisms explaining *how* people can navigate career transitions likely show considerable overlap. As such, more cross-fertilization and more consistent usage of theoretical perspectives across transition types could advance the overall theoretical knowledge of career transitions.

Illustrating this problem, our review showed that specific theories on different career transition types seem primarily confined to one domain. In other words, studies of a particular career transition rely on often distinct theoretical perspectives, with limited overlap between transition types. This is especially noteworthy because studies investigating different types of career transitions addressed similar general research questions, as reported above. To illustrate, studies on the school-to-work transition were frequently based on career construction theory (e.g., Savickas, 2002, 2013) and social cognitive career theory (e.g., Lent et al., 1999; Lent et al., 2002; Lent et al., 2016), reflecting a solid basis in vocational theoretical perspectives. Yet, research on work-to-retirement relied more heavily on role theory (e.g., Ebaugh, 1988; George, 1993), a resource perspective (e.g., Hobfoll, 1989; Hobfoll et al., 2018), or continuity theory (Atchley, 1989, 1999). Furthermore, unemployment-to-work studies are strongly built on goal setting (Locke & Latham, 1984) and self-regulation theoretical perspectives (e.g., Bandura, 1986; Kanfer, 1996). Finally, studies on the work-to-work transition often leveraged protean and boundaryless career theory (e.g., Arthur, 1994; Hall, 1996) as foundations for their research. Hence, despite focusing on similar research questions, each scholarly area used different theoretical perspectives to help answer those questions, thereby slowing progress in the general field of career transition research. Although we acknowledge that these career transition types are different in meaningful ways, such as life and career stages and specific boundary conditions, we also argue that it is unhelpful that each niche area uses its own theories without considering those in other areas.

Overall, our findings suggest that research on different career transitions has developed in theoretically fragmented silos and has not converged on a reduced set of dominant theoretical perspectives or mechanisms to understand career transitions more generally. On the positive side, this shows that career transition research can draw on a wide range of theoretical perspectives to understand transitions, which might enrich the understanding of this complex phenomenon. Moreover, it is possible that because different types of career transitions are not redundant in their underlying processes and likely outcomes, applying different theoretical perspectives to examine different types of transitions might be more appropriate. However, our review also suggests that the literature on career transitions could benefit from more cross-fertilization, where theoretical perspectives dominant in research on one type of transition might provide valuable insights for understanding other types of transitions.

3.3. Challenge 3: Prioritizing static predictors over dynamic behavioral predictors

Though the popular narrative around career transitions seems to have been shifting toward a more dynamic agentic perspective where individuals (pro)actively prepare for and undergo transitions, our literature review shows an apparent lack of studies focusing on behavioral antecedents. Contrary to the fragmented use of theories, we observed a similar pattern across transition types in this regard. More specifically, our literature review showed that the emphasis in quantitative work has been on contextual and stable personal attributes as predictors of career transition outcomes. For example, studies included contextual factors such as available parental support (Ling & O'Brien, 2013), parental socio-economic status (Wiesner et al., 2003), family support (Hansson et al., 2018), and existing family obligations (Šverko et al., 2008). Relatedly, the more generally available social support and social capital (e.g., networks) were frequently of interest (e.g., Brouwer et al., 2015; Stremersch et al., 2021; Van Hoof et al., 2022), as were the available

support from organizations, supervisors, or coworkers (Jokisaari & Nurmi, 2005). Studies generally found that family, social, and contextual resources predicted better transition outcomes, such as life satisfaction (Hansson et al., 2018), reemployment quality (Zikic & Klehe, 2006), or employment status (Wanberg et al., 1996). Overall, various types of support emerged as consistent and positive predictors of career transition outcomes.

The dominance of contextual antecedents does not mean personal factors were not studied. However, when they were, studies often focused on the individual's relatively stable and nonmalleable characteristics. To illustrate, many studies showed that age significantly relates to reemployment or retirement outcomes (Cahill et al., 2017; Griffin et al., 2012; Vansteenkiste et al., 2015), whereas other results have shown no significant relationship (Henning et al., 2019; Reitzle, 2007; Vuori & Vesalainen, 1999). Also, the educational level and marital status attained were frequently considered. Furthermore, educational level is generally beneficial for transition outcomes, such as life satisfaction or reemployment (e.g., Heybroek et al., 2015; Jokisaari & Nurmi, 2005; Moore, 2010). As a final example, studies found marital status to be a significant predictor of psychological well-being (Moore, 2010; Wang, 2007) but a non-significant predictor of retirement status (Griffin et al., 2012). Studies across different transition types, especially since 2000, also showed an interest in personality dispositions as predictors of transition processes and outcomes, such as a proactive personality (e.g., Pan et al., 2018; Waters, 2007), big five dimensions (e.g., Johnston et al., 2016; Wanberg et al., 2002), self-efficacy beliefs (Pinquart et al., 2003), and self-esteem (Hansson et al., 2018; Šverko et al., 2008). Results suggest that not all these personality traits are beneficial for career transitions, such as job attainment (Stremersch et al., 2021; Wanberg et al., 1996), and sometimes do not seem to influence any outcomes, such as life satisfaction (Hansson et al., 2018) and employment status (Waters, 2007). Many studies considered health status as potentially important, generally finding that individuals with poorer health experience worse career transition outcomes, such as retirement status and life satisfaction (Cahill et al., 2017; Heybroek et al., 2015). Finally, several studies considered an individual's employment and career history in terms of work experience (Jokisaari & Nurmi, 2005; Koen et al., 2013), employment status (Hoare & Machin, 2010), employment commitment (Prussia et al., 2001; Šverko et al., 2008; Wanberg et al., 1996), or job satisfaction (Griffin et al., 2012). However, in most cases, these variables did not turn out to be significant predictors of career transition outcomes.

Overall, although these stable personal characteristics were consistently examined across transition types, their effects on career transition outcomes were much less straightforward. Moreover, the dominant focus on stable dispositions means that other personal factors are underrepresented in the literature. Most notably, despite the increasing emphasis on individual agency in navigating career transitions, we did not find many studies focusing on behavioral predictors of career transitions. Indeed, surprisingly few studies focused on the actions and behaviors of the individual to prepare for and manage the transition. Exceptions are some studies investigating the unemployment-to-work transition, which frequently studied job search behavior intensity and quality (e.g., Brouwer et al., 2015; Van Hooff et al., 2022). This line of research suggests that the intensity and quality of job search behaviors are related to more beneficial transition outcomes, such as reemployment opportunities (Vansteenkiste et al., 2015), job satisfaction (Wanberg et al., 1999), and reemployment (e.g., De Battisti et al., 2016; Koen et al., 2013). Other studies looked at career behaviors such as career exploration, planning, and decision-making (e.g., Koen et al., 2010; Koen et al., 2013). However, these behaviors were also often studied as mediators, making it unclear exactly which role they play in achieving favorable career transition outcomes. Overall, compared to the many contextual and stable personal variables studied as predictors of different career transitions, the respective importance of career management behaviors appears under-appreciated. Hence, we argue that there is still a clear gap in our understanding of how specific behaviors can help individuals prepare for various career transitions, ultimately predicting transition success.

Interestingly, although we did not observe a trend of researching dynamic behavioral antecedents, we found a more balanced approach in the studied career transition outcomes to some extent. This is where the multidisciplinary knowledge base on career transitions shows much promise as we observed various contextual and personal factors, as well as objective and subjective factors. Hence, the available processual literature on career transitions offers a mainly contextual and nonmalleable perspective on antecedents but a more balanced and malleable one on outcomes. Regarding objective outcomes, the most notable was employment status after a career transition. Most researchers ask respondents about their current occupational status (e.g., Han & Rojewski, 2015; Koivisto et al., 2011; Sortheix et al., 2015), while the unemployment-to-work field sometimes makes use of employment agency data (e.g., Brouwer et al., 2015; Hulshof et al., 2019). Others indirectly inquire about the employment status by asking questions about the earned wage (e.g., Caplan et al., 1989; Hoare & Machin, 2010; Moore, 2010).

Besides the objective outcomes, frequently examined groups of more subjective work-related outcomes were experienced job quality and satisfaction (Jokisaari & Nurmi, 2005; Koen et al., 2012), job and organizational commitment (Ashforth & Saks, 1996; Nägele & Neuenschwander, 2014), and perceived person-job fit (Neuenschwander & Hofmann, 2021; Sortheix et al., 2015). Furthermore, many studies were also interested in career-related outcomes, such as career success (e.g., Koen et al., 2012; Lo Presti et al., 2021) and growth (Van der Horst et al., 2021). Finally, some research focused on general psychological well-being, such as life satisfaction and mental health (e.g., Dingemans & Henkens, 2014; Heybroek et al., 2015). However, these variables were most visible in unemployment-to-work and work-to-retirement transitions. Although a more balanced approach exists regarding career transition outcomes, again, hardly any behaviors were studied in this area. Stated differently, research thus far mainly studied certain "end states" (e.g., securing employment) or attitudes (e.g., job and career satisfaction) but spent less attention on what people *do* as career transition outcomes (e.g., whether they proactively manage their work and career after the transition). Thus, we advocate a stronger behavioral focus in career transition research.

3.4. Challenge 4: Inconsistently studying mechanisms and neglecting boundary conditions

Following our definition of a career transition, it encompasses a process starting before and ending after the transition. This definition implies that career transitions are inherently a process and that mechanisms and boundary conditions are at play that determine whether and how specific antecedents can predict career transition outcomes. In this light, our literature search uncovered two trends: (1) an inconsistent focus on and effects of mediating processes and, most problematically, (2) a lack of solid research on boundary conditions within and between career transition types.

First, our review showed that while research on the school-to-work and unemployment-to-work transitions examined mediating processes regularly, the work-to-retirement and work-to-work transition literatures did not. However, studies in the school-to-work and unemployment-to-work literature had a different focus concerning these mediating processes. To illustrate, studies on the school-to-work transition examined a wide-ranging set of variables, including work values (Sortheix et al., 2015), career adaptability (Pan et al., 2018), and career exploration and planning (Han & Rojewski, 2015). Yet, research on the unemployment-to-work transition focused heavily on (proactive) behavior in the form of job search intensity and strategies (e.g., Koen et al., 2016; Van den Hee et al., 2020; Wanberg et al., 1999). In addition, other cognitive-behavioral variables in terms of coping behaviors (Kinicki et al., 2000), networking (Wanberg et al., 2019), or attributions for job loss (Prussia et al., 1993) were examined as process variables. Thus, we observe inconsistencies in the underlying mechanisms studied in career transition research. Not only does the frequency of studying them differ (i.e., hardly in work-to-retirement vs. regularly in school-to-work and unemployment-to-work), but the precise (types of) mechanisms also differ. This lack of consistency harms the development of the field, which would benefit from more integration. For example, it seems likely that specific resources and behaviors are valuable regardless of the career transition type. For instance, developing career adaptability and demonstrating proactive career behaviors seem relevant whether someone is transitioning from school to work, from unemployment to work, from work to work, or from work to retirement.

Regarding boundary conditions, we found a more consistent finding in our review: surprisingly, comparatively few studies examined moderating variables that could affect the relation between antecedents and outcomes. Some studies looked at socio-demographic variables, for example, gender (Ferreira et al., 2015; Wanberg et al., 2002; Zhan et al., 2015). Others examined contextual variables, such as available social support (Hulshof et al., 2019). Still others tested personal dispositions and traits, such as conscientiousness (Ocampo et al., 2020) or extraversion (Wanberg et al., 2019). This list of seemingly random moderators poses two problems for research on career transitions. First, the plurality of examined moderators makes it hard to draw generalizations about general (i.e., across transition types) or specific (i.e., within a transition type) essential boundary conditions. Second, many of the variables studied as moderators were included in other studies as antecedents (e.g., social support and personality characteristics; see also Challenge 1). Hence, our review suggests that the theoretical development and empirical investigation of pivotal boundary conditions that affect career transitions remain significantly underdeveloped.

Table 4
Summary of recommendations for future research on career transitions.

Challenge	Observations	Recommendations
Challenge 1: Focusing on the predictable while neglecting the idiosyncratic	<ul style="list-style-type: none"> (1) 86 % of included articles focused on relatively predictable career transitions (2) Different streams use different variables, yet their research questions are highly similar 	<ul style="list-style-type: none"> (1) Increase research into idiosyncratic (work-to-work) transitions (2) Investigate pre-transition states in newcomer adjustment research designs (3) Investigate post-transition states in turnover research designs
Challenge 2: Using theories in a fragmented way and creating disciplinary silos	<ul style="list-style-type: none"> (1) There are no clearly dominant theories within and across career transition types (2) By restricting career transition research to its own theoretical domain, different streams hardly learn from each other, slowing knowledge expansion and dissemination 	<ul style="list-style-type: none"> (1) Create more consistency in theorizing about career transitions (2) Create interdisciplinary connections by drawing from other theoretical insights of other career transition domains (3) Make use of domain independent career-oriented theoretical frameworks, such as a self-regulation perspective
Challenge 3: Prioritizing static predictors over dynamic behavioral predictors	<ul style="list-style-type: none"> (1) Career transition research focuses strongly on stable contextual and personal predictors, while neglecting behavioral predictors (2) Career transitions outcomes focus on a broader selection of contextual, personal, objective, and subjective factors, but still neglect behavioral outcomes 	<ul style="list-style-type: none"> (1) Include behavioral predictors and outcomes in career transition research (2) Move beyond “end state” career transition outcomes (e.g., employment status) and include cognitive, motivational, affective, and behavioral outcomes
Challenge 4: Inconsistently studying mechanisms and neglecting boundary conditions	<ul style="list-style-type: none"> (1) Research on career transitions has an inconsistent focus on mediating processes (2) There is a lack of consistent and theory-informed research on boundary conditions within and across career transitions 	<ul style="list-style-type: none"> (1) Investigate career transitions as a longitudinal process to investigate critical mechanisms and boundary conditions (2) Examine between- and within-person changes (3) Make use of advanced methodological approaches to account for individual and personal changes

3.5. Summary of main findings

For this review of career transitions, we reviewed and analyzed 89 quantitative articles studying career transitions in a longitudinal or processual way. Four main themes emerged that hold back the overall progress of scholarly research on career transitions. First, we argue that research has thus far focused too heavily on normative and predictable career transitions while neglecting to study more unpredictable and idiosyncratic transitions. We acknowledge that the latter category is more difficult to examine empirically as a longitudinal process. Yet, we urge scholars in the areas of, for example, turnover and socialization to include pre- and post-measures in their research on transitions to understand such idiosyncratic career transitions more fully. Second, we observed a fragmented use of theoretical frameworks, such that there is little crossover between transition types, and some theories are only used for a specific transition. However, we also observed that the general research questions across transition types are similar, which suggests it would be meaningful to create more consistency and crossover in theorizing on career transitions. Third, we observed a lack of empirical studies on behavioral predictors and outcomes of career transitions. Though the general discourse in this area suggests people need to take charge and proactively navigate these career transitions, the focus is still on relatively static and nonmalleable antecedents and, to a lesser degree, outcomes. Thus, we need to know better what people do to prepare for and conclude career transitions. Finally, our review showed an apparent lack of examining boundary conditions in career transition research. Moreover, the boundary conditions studied were included in other studies as predictors, making the overall picture even less clear. More empirical research is necessary to elucidate the moderators at play within specific transitions and across transitions.

Based on these insights, we next reflect on our review's main implications and present a research agenda. Table 4 provides an overview of our challenges and suggestions.

4. Discussion and future research agenda

Research on career transitions has used terms such as career transition and career change often interchangeably (Sullivan & Al Ariss, 2021) while also referring to a vast range of changes in work roles, as well as job, organization, or occupational changes as career transitions (Forrier et al., 2009; Louis, 1980; Ng et al., 2007). This has led to largely fragmented literature streams with an eclectic array of theoretical perspectives (Sullivan & Al Ariss, 2021). Moreover, research in this area has mostly focused on specific transition types (e.g., school-to-work, work-to-work, unemployment-to-work, and work-to-retirement). Research on specific transitions and using specific theoretical lenses is and will continue to be valuable because each transition has unique properties that require a customized research approach. That said, the lack of connections between disciplinary silos is problematic because it hinders knowledge development and dissemination around career transitions. More specifically, all types of career transitions typically encompass a process during which an individual prepares for, undergoes, and adjusts to a significant change in work-related content and context in their career. It is thus valuable to understand those general processes across career transitions because it allows for a more unified way of theorizing career transitions across the lifespan and facilitates more effective knowledge transfer (see also Sullivan & Al Ariss, 2021).

Therefore, we presented a systematic literature review of career transition research in which we analyzed processual empirical studies. This literature review allowed us to *problematize* existing career transition research (Breslin & Gatrell, 2023; Kunisch et al., 2023), arguing that several conceptual and theoretical problems hinder scholarly progress. Specifically, we observed an emphasis on normative and relatively predictable transitions, fragmented use of theories, a lack of behavioral antecedents and outcomes, and too little focus on boundary conditions. We now turn to *synthesizing* (Post et al., 2020; Rojon et al., 2021) the career transition literature and our review findings by proposing an agenda for future research on career transitions across five directions, which serves as a foundation for further theorizing in the area of career transition research.

4.1. Direction 1: Toward an integrative self-regulation approach of career transitions

To allow for more consistent and integrative theorizing on career transitions, future research would benefit from a holistic theoretical model. To be clear, it is certainly valuable to have tailored theoretical perspectives to understand each unique type of career transition. For example, the theoretical mechanisms underlying one's first transition into work can be meaningfully different from those underlying one's final transition toward retirement. Hence, we acknowledge that there will and should be theoretical frameworks uniquely suited to specific career transitions. For example, the vocational choice model of social cognitive career theory (Lent & Brown, 2020) seems primarily useful for understanding school-to-work transitions. That said, we found that the research questions across transition types were, overall, highly similar (see Challenge 2). This implies that those questions could, at least in part, be answered by the same theoretical frameworks, hence suggesting the need for theories that may help us explain career transitions in general.

Given the need for more general theories to understand career transitions (Challenge 2) and our conclusion that research on behavioral predictors and outcomes is still lacking (Challenge 3), we suggest that a self-regulation lens would be valuable to study how individuals navigate various career transitions. A self-regulation approach has been successfully applied to understand multiple career transitions (e.g., da Motta Veiga & Turban, 2018; Liu et al., 2014; Wanberg, 2012; Wang et al., 2011). However, this emerging perspective on understanding career transitions has not been integrated across different transition types to derive more generalizable insights into career transitions across the lifespan. In general, self-regulation frameworks propose that engagement in a highly dynamic process, where individuals regulate their cognition, motivation, affect, and behavior to attain goals and desired states, influences their success, for example, in a career transition (Lord et al., 2010). Because a career transition involves a dynamic process with changing

conditions and environments, we argue that self-regulation offers a helpful overarching framework to study career transitions and to provide a framework for future research to draw on.

There are various self-regulation theories and frameworks (Vohs & Baumeister, 2016). Although these frameworks differ in terms of specific variables and processes, there are considerable areas of overlap in how they could be applied to organize and investigate career transitions. Because self-regulation refers to thoughts, feelings, and actions planned and adapted to the attainment of personal goals (Zimmerman, 2000), following our approach to career transitions, these goals are related to the process during which an individual prepares for, undergoes, and adjusts to a change in work-related content and context in their career. This process reflects the phases traditionally used to delineate self-regulation processes (e.g., Lord et al., 2010). Conceptually, most self-regulation processes begin with the setting of a goal. In the case of career transitions, this is typically conceptualized and studied as the general goal of having a successful career transition, which can be expressed in more specific goals, such as establishing a high person-job fit, achieving reemployment, or experiencing high well-being. Individuals then engage in actions that lead to – or are intended to lead to – making this career transition successful, for example, through adaptation and job search. Finally, individuals monitor their goal progress and degree of goal attainment, as characterized by, for example, engagement or satisfaction, and adjust their goals if necessary.

Fig. 2 offers a model in which we organized all significant factors that we found in our literature review into a self-regulation framework. First, we distinguished between a before, during, and after phase of a career transition to allow for a specific understanding of self-regulatory factors typically discussed in self-regulation research (e.g., Carver & Scheier, 2012; Lord et al., 2010) that may be particularly beneficial during different phases of such transitions. The first phase represents the time when an individual is still in their “old” employment status (e.g., in school, current employment) and includes preparatory transition self-regulation, such as mapping the environment for resources for goal attainment or forming more specific action plans in anticipation of moving to a “new” desired employment status (e.g., in first job, new employment, full retirement). Example variables from our literature review belonging to this phase are motivation, aspirations, and planning. The second phase entails the self-regulatory factors that individuals engage in to attain their desired career goals (e.g., success in the future employment status) and factors that influence this process. This is the linking – or mediating – phase when a person is no longer in the “old” employment status but has not yet (fully) arrived in the “new” desired status, and includes variables such as adaptability, networking, and adjustment. The third phase is about settling into and learning the new role(s) and adjusting to the new context after attaining the “new” desired employment status. This phase contains variables such as health, well-being, person-job fit, and career satisfaction. We do not propose that the three phases are always clearly empirically distinguishable. Instead, we propose them as useful *heuristic phases* that can help conceptualize the general process of career transitions more clearly through a self-regulation lens. Using these three phases as a guide thus allows researchers to study which factors are more or less important in different phases across career transitions.

Second, we used a range of variables at the core of the self-regulation process to categorize the significant factors within each phase. Specifically, we follow Carver and Scheier (2012) and Zimmerman (2000, 2008) by proposing that core self-regulation variables include cognition, motivation, affect, and behavior. First, cognitive variables are metacognitive strategies of goal setting, planning, and monitoring to pursue goal attainment, as well as of strategizing about time and effort. Examples from our review include career identity and career-related thoughts. Second, motivational variables direct individuals to pursue their goals in terms of goal type and content, motives, and interests, such as job search motivation and turnover intentions. Third, affective variables, such as satisfaction and stress, accompany goal setting and pursuit in terms of affect and emotions. Finally, behavioral variables are related to the action and effort individuals exert to pursue and direct toward attaining their goals. Examples include planning and networking. In addition to these four categories of individual variables, self-regulation theories have highlighted the need to integrate individual and contextual variables (e.g., Carver & Scheier, 2012). Indeed, individuals vary in how they behave after changes in their cognitions, motivation, and affect, which will lead them to regulate their behavior differently depending on individual and contextual differences. Fig. 2 shows that such factors play a role in each of the three phases of career transitions.

In our problematization at the beginning of this article, we argued that it would be valuable to understand general career transition processes to generate a more unified way of theorizing career transitions across the lifespan. The self-regulation process model portrayed in Fig. 2 offers one starting point for doing so by allowing researchers to use a common theoretical lens to study career transitions. Furthermore, it enables scholars to specify their research along three temporal phases and various self-regulation categories, allowing for customized research approaches across career transition types. Below, we offer additional thoughts and suggestions for future research, which we embed in our suggestion to use self-regulation theory to study career transitions.

4.2. Direction 2: Increasing conceptual clarity

We urge scholars to be more specific in how the terms career transition, career mobility, job mobility, or work transitions are used. Progress in building and testing a coherent theory for career transitions is hampered when qualitatively different transitions are not clearly differentiated because specific theories and processes might be more or less relevant for particular types of transitions. Hence, future research must be accurate and explicit about the investigated type of career transition. We suggest that our working definition of career transitions used in this review article might be helpful to connect research on various types of career transitions. More specifically, future research can draw on our definition to conceptualize career transitions as a dynamic, self-regulatory process that includes pre-transition antecedents (i.e., the before phase), mechanisms (i.e., the during phase), and post-transition outcomes (i.e., the after phase), as well as boundary conditions for these processes. This would also allow for more interdisciplinary connectivity in research on career transitions, enabling scholars from different disciplines to “learn from each other” in their research.

As a concrete example, our suggestion of conceptual clarity and interdisciplinary connectivity would be valuable for research

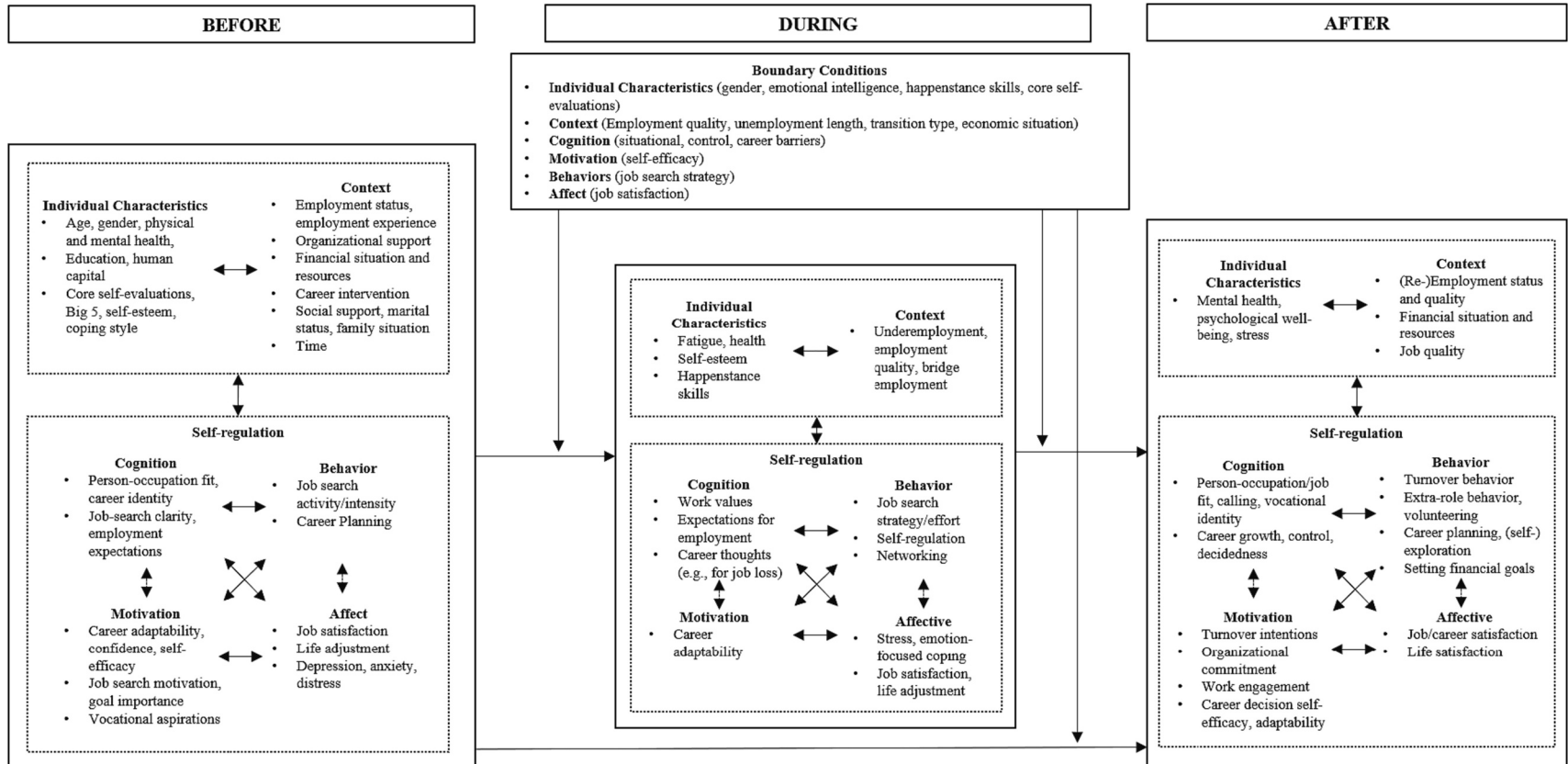


Fig. 2. A self-regulation model of career transitions integrating effects across different transition types, categorized into the phases before, during, and after a career transition.

streams that have studied career transitions but typically not as self-regulatory processes encompassing both before and after elements. For example, turnover research (e.g., Bolt et al., 2022; Rubenstein et al., 2018) tends to stop at the point of someone deciding to leave their organization, whereas organizational socialization literature (e.g., Bauer et al., 2007; Saks et al., 2007) tends to start once the career transition has ended. However, both examine career transitions as people experience a significant change in their work-related context and content. In other words, although turnover and socialization essentially cover (part of) a career transition, research in these areas has not been conceptualized as such. Hence, we call for interdisciplinary connections between these scholarly areas by studying them as dynamic career transition processes. Using the extant knowledge from these areas would also allow for more balance in career transition research, as these types of career transitions tend to be predominantly idiosyncratic, whereas the dominant focus has been on normative transitions (see Challenge 1).

Of note, we believe a recent article by George et al. (2022) is highly relevant to achieve more conceptual and theoretical clarity. They argue that research on role transitions should focus on transitions as psychological, physical, behavioral, and relational movements. Though their study does not focus on career transition per se, the suggestion to study (career) transitions as embodied experiences containing different types of movements could further deepen our suggested self-regulation approach to career transition research. More specifically, different self-regulatory factors may be prominent depending on the type of movement. For example, cognitive and affective self-regulation may be particularly relevant during psychological movements, whereas behavioral factors may be most salient during physical and behavioral movements. Moreover, the type of transition movement could also impact the specific self-regulatory factors *within* each category. For instance, psychological movements may primarily induce coping strategies, whereas relational movements could trigger networking. Hence, effective self-regulation during career transition likely depends on the type of movement(s) someone is navigating.

4.3. Direction 3: Including more behavioral outcomes

Building on Challenge 3, we argue it is necessary to adopt a stronger focus on behavioral outcomes, such as job or nonwork role performance, to understand better how career transitions in terms of preparation (i.e., before) and processes (i.e., during) have more or less favorable outcomes (i.e., after). Based on a self-regulation framework, we would expect, for example, that individuals who engage in more effective goal setting (e.g., goal clarity, feasibility) before a career transition and who show more effective transition behaviors and goal pursuit strategies (e.g., monitoring of actions, persistence) during the transition, would deliver better performance outcomes in the new employment status after the transition because their self-regulation strategies would allow them to find employment that better fits their strengths, needs, and goals.

Expanding research along these lines would shed further light on what can be considered a successful career transition. Moving beyond the often studied “end states” outcomes, such as employment status and quality (Van Hooff et al., 2021), a more balanced look at objective and subjective forms of career success with distinct predictors and consequences could be achieved (Seibert et al., 2024; Spurk et al., 2019). As an added value, such an approach would also allow for much-needed empirical tests of recently introduced models of subjective career success (Seibert et al., 2024). Existing research accounted for this by taking cognitive (e.g., perceived fit), motivational (e.g., organizational commitment), and affective variables (e.g., job satisfaction) as further indicators of transition success. A self-regulation perspective could further expand this line of research by suggesting that how individuals evaluate their attained status compared to their internal standards should be a key outcome to investigate. This evaluation can have various cognitive (e.g., change in career goals), motivational (e.g., increased self-efficacy), affective (e.g., felt pride), and behavioral (e.g., performance) consequences. Furthermore, such research could shed light on more distal behavioral career transition outcomes, such as citizenship or deviant behaviors at work, or future turnover and career self-management behaviors.

4.4. Direction 4: Studying the role of context and shocks

Our review suggests that career transition research presumes that contextual factors are critical elements that can facilitate or complicate career transitions. This is an interesting finding because it partly contradicts the assertion that career research has largely neglected the role of context (Gunz & Mayrhofer, 2011). However, we should note that although the review findings indicate that existing research has acknowledged that contextual factors are crucial elements in understanding career transitions, these were typically studied as antecedents only. For example, several studies examined the voluntariness, time, and timing of career transitions as predictors of transition success. Yet, as argued in Challenge 4, processual empirical research on career transitions has failed to systematically study (contextual) boundary conditions. In line with our previous theory-building efforts, a self-regulation lens could be valuable to shed further light on these issues. More specifically, self-regulation theories have argued that the effectiveness of self-regulatory strategies and behaviors depends upon boundary conditions (Carver & Scheier, 2012; Lord et al., 2010). For example, goal setting and goal pursuit may be more effective during a career transition in a tight labor vs. a loose labor market situation. Another example is that adapting to a new work environment at the end of a career transition may be easier in a situation of high vs. low organizational support. Thus, it is crucial that future research includes contextual factors more systematically during each phase of career transition processes.

In this context, it is important to note that career transition research mostly overlooked the role of disruptive events. However, research has shown that such events are highly influential in people's careers (e.g., Rice, 2014), can be a crucial reason for changing employment status (Holtom et al., 2005), and are critical during career transitions, such as the school-to-work transition (Hirschi, 2010). Recent studies on career shocks, which are disruptive events outside of one's control that trigger a deliberate thought process about their career (Akkermans et al., 2018; Akkermans, Rodrigues et al., 2021), suggested that they can impact people's decision to

pursue further education (Seibert et al., 2013), employability (Blokker et al., 2019) and their career choices (e.g., after a professional sports career, Richardson & McKenna, 2020). Furthermore, Chen et al. (2021) showed that highly novel and critical events could lead people to be more creative, which might have significant implications for their goals and self-regulation strategies during a career transition. The role of career shocks in career transitions particularly resonates in relation to self-regulatory processes because they could have a profound impact on how career transitions unfold (e.g., a sudden layoff could force someone to immediately enter the goal pursuit phase through job search and skip the initial goal setting phase) and how people can effectively self-regulate them (e.g., effective coping may be particularly relevant for dealing with negative career shocks during a career transition, whereas increased fit perceptions would be especially valuable after a positive career shock) (see also Akkermans et al., 2020; Akkermans, Collings et al., 2021). Hence, future research on disruptive events and career shocks in career transitions can be based on a more specific theoretical framework, such as self-regulation, of how, why, and when unexpected events might impact career transitions.

4.5. Direction 5: Methodological advancements

Finally, a methodological direction for future research is to better understand career transition processes by modeling the dynamic nature of relations among variables over time. Career transitions should be investigated as a longitudinal process, with adequate attention given to each phase. While prior research did account for the three phases (i.e., before, during, and after), it has predominantly focused on investigating an extensive array of predictor variables. Notably, the *transition* phase, i.e., when underlying mechanisms and boundary conditions alter the career transition process, has received especially little and inconsistent attention. This suggests that research needs to pay more attention to the underlying mechanisms at play when individuals undergo a career transition and which boundary conditions impact this process. Focusing on the three phases can also help future research to investigate more clearly how factors during one phase affect outcomes and future processes in subsequent transition phases.

As self-regulation theories suggest (e.g., da Motta Veiga & Turban, 2018; Lord et al., 2010), much can be learned about career transitions by examining within-person changes in key variables and the within-person relations between these variables. However, scholars should still explore between-person differences in career transitions. Indeed, as found in our review, contextual factors are critical to career transition research. Furthermore, self-regulation theories (e.g., Carver & Scheier, 2012; da Motta Veiga & Turban, 2018) suggest that within-person relations are likely influenced by stable, between-person differences. That is, individuals will vary in how they react to changes in their cognitions, motivation, affect, and behaviors depending on individual and contextual differences (e.g., age, educational level, family status, marital status). Scholars could use advanced methodological approaches such as random-intercept cross-lagged panel models (Hamaker et al., 2015), which can account for both personal and individual change. Furthermore, capturing the career transition process from start to finish could be interesting, although we acknowledge challenges in tracking individuals for such extended periods. For example, future research could collect longitudinal qualitative data (e.g., qualitative diary studies; Poppleton et al., 2008) to follow individuals as they navigate a career transition.

4.6. Practical implications

To discuss the potential practical implications of our review, we will use the self-regulation lens we advocated earlier as a starting point. Self-regulation is a process of planned behavior aiming to reach predefined personal goals (Zimmerman, 2000), in this case, a successful career transition. This can be achieved by setting clear goals (i.e., before phase), monitoring goal pursuit behaviors and their effects (i.e., during phase), and evaluating goal progress and attainment (i.e., after phase). A self-regulation perspective offers many concrete starting points for how individuals, organizations, and career counselors could facilitate such processes. Specifically, when preparing for a career transition – whether self-initiated or imposed – individuals should strive to self-regulate multiple aspects of their goal-setting process, for example, knowledge of their desires and opportunities (cognition), job search intentions (motivation), potential distress and anxiety (affect), and exploration of alternatives (behavior). The interplay between these self-regulatory variables and contextual characteristics is also crucial. For example, the combination of individual proactive behaviors (e.g., reemployment crafting) and received support is critical when changing employment status (Hulshof et al., 2020), and mentoring can be a strong contextual enforcer of individual self-regulation (Greco & Kraimer, 2020). Career counselors could help clients with such self-regulation processes by assisting clients in establishing clear transition goals, mapping available personal and contextual resources, preparing strategies for dealing with common barriers and shocks, developing specific action strategies, and helping to monitor and evaluate (and, if necessary, adjust) actions, goal progress, and goal attainment during the transition.

Our review also has implications for Human Resource (HR) professionals, particularly for the effective use of socialization tactics during the adjustment (i.e., post-transition) phase. Research on socialization tactics has, thus far, offered mixed findings. Although Ashforth and Saks (1996) showed that they generally have a positive effect on newcomer adjustment, Boswell et al. (2009) found that such tactics can exacerbate the so-called “hangover effect,” in which initial high expectations of new employment turn into lower satisfaction. Our review suggests that HR policies and practices related to socialization could support a more extensive array of organizational and individual adjustment tactics aimed at cognitive, motivational, affective, and behavioral self-regulation, as well as contextual factors such as offering support and learning opportunities. For example, organizations could provide formal tactics focusing on support and learning opportunities, as well as stimulating employees' proactive tactics, thereby being careful to do so in a balanced way, emphasizing factors related to goal attainment (cognition), growth (motivation), satisfaction (affect), and extra-role behaviors. A similar idea would apply regarding outplacement and retirement. Here, such a framework can help organizations distinguish the critical preparatory factors determining career transition success. Thus, when organizations place employees on an outplacement track or prepare them for retirement, they can see which cognitive, motivational, affective, behavioral, and contextual

are of particular importance to consider.

4.7. Limitations

One of the limitations of our call to classify career transitions into before, during, and after phases is that these phases cannot always be clearly distinguished. The proposed transition phases may overlap in some instances. Moreover, the same variables could be relevant in different phases. For example, a job search could occur while a person is still employed in the “old” job (thus belonging to the pre-transition phase) or after a person has lost their employment (thus belonging to the post-transition phase). Relatedly, in some instances, the pre-transition phase may not exist. For example, during imposed career transitions, such as job loss, the pre-transition phase may hardly be present, and examining processes preceding the transition could be challenging.

Interestingly, we only found one longitudinal study in the work-to-unemployment literature (i.e., job loss research) within our search criteria (Prussia et al., 1993). This is somewhat surprising because literature reviews refer to job loss as a career transition (e.g., Gowan, 2014; Latack & Dozier, 1986). We acknowledge this is a limitation of our review but also encourage future research to study job loss using a longitudinal approach. For example, it would be interesting to capture, most likely post hoc, some of the pre-transition variables, including crucial individual and contextual factors that may have contributed to the job loss. Furthermore, future research could collect information about job loss and then follow these individuals as they navigate their career transition. This could even lead to bridging the gap between the literature on work-to-unemployment and unemployment-to-work.

Finally, despite using broad search terms, we were surprised not to find any studies from the turnover or occupational mobility literature, even though studies used these constructs (e.g., Davis et al., 2015). As mentioned earlier, this could be because this line of research typically uses turnover (intentions) as the ultimate outcome and stops once it occurs. Moreover, apparently, these themes did not fit our search terms, meaning that although turnover and mobility research often study career transitions, they might not use this specific language. This review article specifically focused on problematizing and synthesizing career *transitions* research. We deliberately kept that focus to allow for a broad but selective body of literature (Alvesson & Sandberg, 2020; Kunisch et al., 2023). That said, there are clear connections to research on turnover (as already discussed before in our directions for future research) and occupational mobility. Hence, these scholarly areas might benefit from more interdisciplinary connectivity in future research.

CRedit authorship contribution statement

Jos Akkermans: Conceptualization, Formal analysis, Methodology, Project administration, Writing – original draft, Writing – review & editing. **Serge P. da Motta Veiga:** Conceptualization, Methodology, Writing – original draft, Writing – review & editing. **Andreas Hirschi:** Conceptualization, Methodology, Writing – original draft, Writing – review & editing. **Julian Marciniak:** Formal analysis, Methodology, Writing – review & editing.

Declaration of competing interest

We have no acknowledgments or conflicts of interest to report.

Data availability

No data was used for the research described in the article.

Appendix A. Supplementary data

Supplementary data to this article can be found online at <https://doi.org/10.1016/j.jvb.2023.103957>.

References¹

- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Akkermans, J., Collings, D. G., da Motta Veiga, S. P., Post, C., & Seibert, S. (2021). Toward a broader understanding of career shocks: Exploring interdisciplinary connections with research on job search, human resource management, entrepreneurship, and diversity. *Journal of Vocational Behavior*, 126. <https://doi.org/10.1016/j.jvb.2021.103563>
- Akkermans, J., Richardson, J., & Kraimer, M. L. (2020). The Covid-19 crisis as a career shock: Implications for careers and vocational behavior. *Journal of Vocational Behavior*, 119(103), 434. <https://doi.org/10.1016/j.jvb.2020.103434>
- Akkermans, J., Rodrigues, R., Mol, S. T., Seibert, S. E., & Khapova, S. N. (2021). The role of career shocks in contemporary career development: key challenges and ways forward. *Career Development International*, 26(4), 453–466. <https://doi.org/10.1108/CDI-07-2021-0172>
- Akkermans, J., Seibert, S. E., & Mol, S. T. (2018). Tales of the unexpected: Integrating career shocks in the contemporary careers literature. *SA Journal of Industrial Psychology*, 44(0), Article 0. <https://doi.org/10.4102/sajip.v44i0.1503>

¹ (For a full list of articles coded in the literature review, see Appendix A)

- Alvesson, M., & Sandberg, J. (2020). The problematizing review: A counterpoint to Elsbach and Van Knippenberg's argument for integrative reviews. *Journal of Management Studies*, 57(6), 1290–1304. <https://doi.org/10.1111/joms.12582>
- Arena, D. F., Volpone, S. D., & Jones, K. P. (2022). (Overcoming) maternity bias in the workplace: A systematic review. *Journal of Management*. <https://doi.org/10.1177/01492063221086243>
- Arthur, M. B. (1994). The boundaryless career: A new perspective for organizational inquiry. *Journal of Organizational Behavior*, 295–306.
- Arthur, M. B., Hall, D. T., & Lawrence, B. S. (1989). Generating new directions in career theory: The case for a transdisciplinary approach. In *Handbook of career theory* (pp. 7–25). Cambridge University Press. <https://doi.org/10.1017/CBO9780511625459.003>
- Ashforth, B. E., Kreiner, G. E., & Fugate, M. (2000). All in a day's work: Boundaries and micro role transitions. *The Academy of Management Review*, 25(3), 472–491. <https://doi.org/10.2307/259305>
- Ashforth, B. E., & Saks, A. M. (1996). Socialization tactics: Longitudinal effects on newcomer adjustment. *The Academy of Management Journal*, 39(1), 149–178 (JSTOR) <https://doi.org/10.2307/256634>.
- Atchley, R. C. (1989). A continuity theory of normal aging. *The Gerontologist*, 29(2), 183–190. <https://doi.org/10.1093/geront/29.2.183>
- Atchley, R. C. (1999). *Continuity and adaptation in aging: Creating positive experiences*. Johns Hopkins University Press.
- Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273. <https://doi.org/10.1037/ocp0000056>
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory* (pp. xiii, 617). Prentice-Hall, Inc.
- Bauer, T. N., Bodner, T., Erdogan, B., Truxillo, D. M., & Tucker, J. S. (2007). Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, 92(3), 707–721. <https://doi.org/10.1037/0021-9010.92.3.707>
- Becker, G. S. (1962). Investment in human capital: A theoretical analysis. *Journal of Political Economy*, 70(5), 9–49. <https://doi.org/10.1086/258724>
- Becker, G. S. (1975). Investment in human capital: effects on earnings. In *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education* (Second Edition, pp. 13–44). NBER.
- Bliese, P. D., Adler, A. B., & Flynn, P. J. (2017). Transition processes: A review and synthesis integrating methods and theory. *Annual Review of Organizational Psychology and Organizational Behavior*, 4(1), 263–286. <https://doi.org/10.1146/annurev-orgpsych-032516-113.213>
- Blokker, R., Akkermans, J., Marciniak, J., Jansen, P. G. W., & Khapova, S. N. (2023). Organizing school-to-work transition research from a sustainable career perspective: A review and research agenda. *Work, Aging and Retirement*, 9(3), 239–261. <https://doi.org/10.1093/workar/waad012>
- Blokker, R., Akkermans, J., Tims, M., Jansen, P., & Khapova, S. (2019). Building a sustainable start: The role of career competencies, career success, and career shocks in young professionals' employability. *Journal of Vocational Behavior*, 112, 172–184. <https://doi.org/10.1016/j.jvb.2019.02.013>
- Bol, T., Ciocca Eller, C., van de Werfhorst, H. G., & DiPrete, T. A. (2019). School-to-work linkages, educational mismatches, and labor market outcomes. *American Sociological Review*, 84(2), 275–307. <https://doi.org/10.1177/0003122419836081>
- Bolt, E. E. T., Winterton, J., & Cafferkey, K. (2022). A century of labour turnover research: A systematic literature review. *International Journal of Management Reviews*, 24(4), 555–576. <https://doi.org/10.1111/ijmr.12294>
- Boswell, W. R., Shipp, A. J., Payne, S. C., & Culbertson, S. S. (2009). Changes in newcomer job satisfaction over time: Examining the pattern of honeymoons and hangovers. *The Journal of Applied Psychology*, 94(4), 844–858. <https://doi.org/10.1037/a0014975>
- Breslin, D., & Gattrell, C. (2023). Theorizing through literature reviews: The miner-pro prospector continuum. *Organizational Research Methods*, 26(1), 139–167. <https://doi.org/10.1177/1094428120943288>
- Brouwer, S., Bakker, R. H., & Schellekens, J. M. H. (2015). Predictors for re-employment success in newly unemployed: A prospective cohort study. *Journal of Vocational Behavior*, 89, 32–38. <https://doi.org/10.1016/j.jvb.2015.04.001>
- Bynner, J., & Parsons, S. (2002). Social exclusion and the transition from school to work: The case of young people not in education, employment, or training (NEET). *Journal of Vocational Behavior*, 60(2), 289–309. <https://doi.org/10.1006/jvbe.2001.1868>
- Cahill, K. E., Giandrea, M. D., & Quinn, J. F. (2017). To what extent is gradual retirement a product of financial necessity? *Work, Aging and Retirement*, 3(1), 25–54. <https://doi.org/10.1093/workar/waw027>
- Caligiuri, P. M., Hyland, M. A. M., Joshi, A., & Bross, A. S. (1998). Testing a theoretical model for examining the relationship between family adjustment and expatriates' work adjustment. *Journal of Applied Psychology*, 83(4), 598–614. <https://doi.org/10.1037/0021-9010.83.4.598>
- Caplan, R. D., Vinokur, A. D., Price, R. H., & Van Ryn, M. (1989). Job seeking, reemployment, and mental health: A randomized field experiment in coping with job loss. *Journal of Applied Psychology*, 74(5), 759. <https://doi.org/10.1037/0021-9010.74.5.759>
- Carstensen, L. L. (1995). Evidence for a life-span theory of socioemotional selectivity. *Current Directions in Psychological Science*, 4(5), 151–156. <https://doi.org/10.1111/1467-8721.ep11512261>
- Carver, C. S., & Scheier, M. F. (2012). *Attention and self-regulation: A control-theory approach to human behavior*. Springer Science & Business Media.
- Chen, Y., Liu, D., Tang, G., & Hogan, T. M. (2021). Workplace events and employee creativity: A multistudy field investigation. *Personnel Psychology*, 74(2), 211–236. <https://doi.org/10.1111/peps.12399>
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, 31(6), 874–900. <https://doi.org/10.1177/0149206305279602>
- da Motta Veiga, S. P., & Turban, D. B. (2018). Insight into job search self-regulation: Effects of employment self-efficacy and perceived progress on job search intensity. *Journal of Vocational Behavior*, 108, 57–66. <https://doi.org/10.1016/j.jvb.2018.06.010>
- Davis, P. R., Trevor, C. O., & Feng, J. (2015). Creating a more quit-friendly national workforce? Individual layoff history and voluntary turnover. *Journal of Applied Psychology*, 100(5), 1434. <https://doi.org/10.1037/apl0000012>
- De Battisti, F., Gilardi, S., Guglielmetti, C., & Siletti, E. (2016). Perceived employability and reemployment: Do job search strategies and psychological distress matter? *Journal of Occupational and Organizational Psychology*, 89(4), 813–833. <https://doi.org/10.1111/joop.12156>
- De Vos, A., Akkermans, J., & van der Heijden, B. (2019). From occupational choice to career crafting. In *The Routledge companion to career studies* (pp. 128–142). Routledge. <https://doi.org/10.4324/9781315674704-11>.
- De Vos, A., Jacobs, S., & Verbruggen, M. (2021). Career transitions and employability. *Journal of Vocational Behavior*, 126. <https://doi.org/10.1016/j.jvb.2020.103475>
- Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology/Psychologie Canadienne*, 49(3), 182. <https://doi.org/10.1037/a0012801>
- Dingemans, E., & Henkens, K. (2014). Involuntary retirement, bridge employment, and satisfaction with life: A longitudinal investigation. *Journal of Organizational Behavior*, 35(4), 575–591. <https://doi.org/10.1002/job.1914>
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41(10), 1040–1048. <https://doi.org/10.1037/0003-066X.41.10.1040>
- Ebaugh, H. R. F. (1988). *Becoming an ex: The process of role exit*. University of Chicago Press.
- Fan, D., Breslin, D., Callahan, J. L., & Iszatt-White, M. (2022). Advancing literature review methodology through rigour, generativity, scope and transparency. *International Journal of Management Reviews*, 24(2), 171–180. <https://doi.org/10.1111/ijmr.12291>
- Ferreira, J. A., Reitzle, M., Lee, B., Freitas, R. A., Santos, E. R., Alcoforado, L., & Vondracek, F. W. (2015). Configurations of unemployment, reemployment, and psychological well-being: A longitudinal study of unemployed individuals in Portugal. *Journal of Vocational Behavior*, 91, 54–64. <https://doi.org/10.1016/j.jvb.2015.09.004>
- Forrier, A., Sels, L., & Stynen, D. (2009). Career mobility at the intersection between agent and structure: A conceptual model. *Journal of Occupational and Organizational Psychology*, 82, 739–759. <https://doi.org/10.1348/096317909X470933>
- Fouad, N. A., & Bynner, J. (2008). Work transitions. *American Psychologist*, 63(4), 241–251. <https://doi.org/10.1037/0003-066X.63.4.241>
- Fouad, N. A., & Kozlowski, M. B. (2019). Turning around to look ahead: Views of vocational psychology in 2001 and 2019. *Journal of Career Assessment*, 27(3), 375–390. <https://doi.org/10.1177/1069072719841602>
- George, L. K. (1993). Sociological perspectives on life transitions. *Annual Review of Sociology*, 19, 353–373. <https://doi.org/10.1146/annurev.so.19.080193.002033>

- George, M. M., Wittman, S., & Rockmann, K. W. (2022). Transitioning the study of role transitions: From an attribute-based to an experience-based approach. *Academy of Management Annals*, 16(1), 102–133. <https://doi.org/10.5465/annals.2020.0238>
- Gowan, M. A. (2014). Moving from job loss to career management: The past, present, and future of involuntary job loss research. *Human Resource Management Review*, 24(3), 258–270. <https://doi.org/10.1016/j.hrmr.2014.03.007>
- Greco, L. M., & Kraimer, M. L. (2020). Goal-setting in the career management process: An identity theory perspective. *The Journal of Applied Psychology*, 105(1), 40–57. <https://doi.org/10.1037/apl0000424>
- Griffin, B., Hesketh, B., & Loh, V. (2012). The influence of subjective life expectancy on retirement transition and planning: A longitudinal study. *Journal of Vocational Behavior*, 81(2), 129–137. <https://doi.org/10.1016/j.jvb.2012.05.005>
- Grünwald, O., Damman, M., & Henkens, K. (2021). The differential impact of retirement on informal caregiving, volunteering, and grandparenting: Results of a 3-year panel study. *The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences*, 76(3), 607–619. <https://doi.org/10.1093/geronb/gbaa221>
- Gunz, H., & Mayrhofer, W. (2011). Re-conceptualizing career success: A contextual approach. *Zeitschrift Für ArbeitsmarktForschung*, 43(3), 251–260.
- Hall, D. T. (1996). Protean careers of the 21st century. In *The academy of management executive (1993–2005)*, 10(4), Article 4. JSTOR.
- Hamaker, E. L., Kuiper, R. M., & Grasman, R. P. (2015). A critique of the cross-lagged panel model. *Psychological Methods*, 20(1), 102. <https://doi.org/10.1037/a0038889>
- Han, H., & Rojewski, J. W. (2015). Gender-specific models of work-bound Korean adolescents' social supports and career adaptability on subsequent job satisfaction. *Journal of Career Development*, 42(2), 149–164. <https://doi.org/10.1177/0894845314545786>
- Hansson, I., Buratti, S., Thorvaldsson, V., Johansson, B., & Berg, A. I. (2018). Changes in life satisfaction in the retirement transition: Interaction effects of transition type and individual resources. *Work, Aging and Retirement*, 4(4), 352–366. <https://doi.org/10.1093/workar/wax025>
- Harari, M. B., Parola, H. R., Hartwell, C. J., & Riegelman, A. (2020). Literature searches in systematic reviews and meta-analyses: A review, evaluation, and recommendations. *Journal of Vocational Behavior*, 118(103), 377. <https://doi.org/10.1016/j.jvb.2020.103377>
- Henning, G., Stenling, A., Tafvelin, S., Hansson, I., Kivi, M., Johansson, B., & Lindwall, M. (2019). Preretirement work motivation and subsequent retirement adjustment: A self-determination theory perspective. *Work, Aging and Retirement*, 5(2), 189–203. <https://doi.org/10.1093/workar/way017>
- Heybroek, L., Haynes, M., & Baxter, J. (2015). Life satisfaction and retirement in Australia: A longitudinal approach. *Work, Aging and Retirement*, 1(2), 166–180. <https://doi.org/10.1093/workar/wav006>
- Hirsch, B. T., & Neufeld, J. L. (1987). Nominal and real union wage differentials and the effects of industry and SMSA density: 1973–83. *The Journal of Human Resources*, 22(1), 138–148.
- Hirschi, A. (2010). The role of chance events in the school-to-work transition: The influence of demographic, personality and career development variables. *Journal of Vocational Behavior*, 77(1), 39–49. <https://doi.org/10.1016/j.jvb.2010.02.002>
- Hoare, P. N., & Machin, M. A. (2010). The impact of reemployment on access to the latent and manifest benefits of employment and mental health. *Journal of Occupational and Organizational Psychology*, 83(3), 759–770. <https://doi.org/10.1348/096317909X472094>
- Hobfoll, S. E. (1989). Conservation of resources. A new attempt at conceptualizing stress. *The American Psychologist*, 44(3), 3. <https://doi.org/10.1037/0003-066X.44.3.513>
- Hobfoll, S. E., Halbesleben, J., Neveu, J.-P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, 5(1), Article 1. <https://doi.org/10.1146/annurev-orgpsych-032117-104,640>
- Holtom, B. C., Mitchell, T. R., Lee, T. W., & Inderrieden, E. J. (2005). Shocks as causes of turnover: What they are and how organizations can manage them. *Human Resource Management*, 44(3), 337–352. <https://doi.org/10.1002/hrm.20074>
- Hulshof, I. L., Demerouti, E., & Le Blanc, P. M. (2019). Reemployment crafting: Proactively shaping one's job search. *Journal of Applied Psychology*, 105(1), 58–79. <https://doi.org/10.1037/apl0000419>
- Hulshof, I. L., Demerouti, E., & Le Blanc, P. M. (2020). Reemployment crafting: Proactively shaping one's job search. *Journal of Applied Psychology*, 105(1), 58–79. <https://doi.org/10.1037/apl0000419>
- Jiang, Z., Newman, A., Le, H., Presbitero, A., & Zheng, C. (2019). Career exploration: A review and future research agenda. *Journal of Vocational Behavior*, 110, 338–356. <https://doi.org/10.1016/j.jvb.2018.08.008>
- Johnston, C. S., Maggiori, C., & Rossier, J. (2016). Professional trajectories, individual characteristics, and staying satisfied and healthy. *Journal of Career Development*, 43(1), 81–98. <https://doi.org/10.1177/0894845315584161>
- Jokisaari, M., & Nurmi, J.-E. (2005). Company matters: Goal-related social capital in the transition to working life. *Journal of Vocational Behavior*, 67(3), 413–428. <https://doi.org/10.1016/j.jvb.2004.09.002>
- Kanfer, F. H. (1996). *Motivation and emotion in behavior therapy*.
- Kanfer, R., Wanberg, C. R., & Kantrowitz, T. M. (2001). Job search and employment: A personality–motivational analysis and meta-analytic review. *Journal of Applied Psychology*, 86(5), 837. <https://doi.org/10.1037/0021-9010.86.5.837>
- Kim, J. E., & Moen, P. (2001). Is retirement good or bad for subjective well-being? *Current Directions in Psychological Science*, 10(3), 83–86. <https://doi.org/10.1111/1467-8721.0012>
- Kim, M. H., & Beier, M. E. (2020). The college-to-career transition in STEM: An eleven-year longitudinal study of perceived and objective vocational interest fit. *Journal of Vocational Behavior*, 123. <https://doi.org/10.1016/j.jvb.2020.103506>
- Kinicki, A. J., Prussia, G. E., & McKee-Ryan, F. M. (2000). A panel study of coping with involuntary job loss. *Academy of Management Journal*, 43(1), 90–100. <https://doi.org/10.5465/1556388>
- Koen, J., Klehe, U.-C., & Van Vianen, A. E. M. (2012). Training career adaptability to facilitate a successful school-to-work transition. *Journal of Vocational Behavior*, 81(3), 395–408. <https://doi.org/10.1016/j.jvb.2012.10.003>
- Koen, J., Klehe, U.-C., & Van Vianen, A. E. M. (2013). Employability among the long-term unemployed: A futile quest or worth the effort? *Journal of Vocational Behavior*, 82(1), 37–48. <https://doi.org/10.1016/j.jvb.2012.11.001>
- Koen, J., Klehe, U.-C., Van Vianen, A. E. M., Zikic, J., & Nauta, A. (2010). Job-search strategies and reemployment quality: The impact of career adaptability. *Journal of Vocational Behavior*, 77(1), 126–139. <https://doi.org/10.1016/j.jvb.2010.02.004>
- Koen, J., van Vianen, A. E. M., van Hooft, E. A. J., & Klehe, U.-C. (2016). How experienced autonomy can improve job seekers' motivation, job search, and chance of finding reemployment. *Journal of Vocational Behavior*, 95–96, 31–44. <https://doi.org/10.1016/j.jvb.2016.07.003>
- Koivisto, P., Vinokur, A. D., & Vuori, J. (2011). Effects of career choice intervention on components of career preparation. *The Career Development Quarterly*, 59(4), Article 4. <https://doi.org/10.1002/j.2161-0045.2011.tb00074.x>
- Kunisch, S., Denyer, D., Bartunek, J. M., Menz, M., & Cardinal, L. B. (2023). Review research as scientific inquiry. *Organizational Research Methods*, 26(1), 3–45. <https://doi.org/10.1177/10944281221127292>
- Kvasková, L., Hlado, P., Palíšek, P., Šašinka, V., Hirschi, A., Ježek, S., & Macek, P. (2022). A longitudinal study of relationships between vocational graduates' career adaptability, career decision-making self-efficacy, vocational identity clarity, and life satisfaction. *Journal of Career Assessment*. <https://doi.org/10.1177/10690727221084106>
- Latack, J. C., & Dozier, J. B. (1986). After the ax falls: Job loss as a career transition. *The Academy of Management Review*, 11, 375–392. <https://doi.org/10.2307/258467>
- Lent, R. W., & Brown, S. D. (2020). Career decision making, fast and slow: Toward an integrative model of intervention for sustainable career choice. *Journal of Vocational Behavior*, 120(103), 448. <https://doi.org/10.1016/j.jvb.2020.103448>
- Lent, R. W., Brown, S. D., & Hackett, G. (2002). Social cognitive career theory. *Career Choice and Development*, 4(1), 255–311.
- Lent, R. W., Ezeofor, I., Morrison, M. A., Penn, L. T., & Ireland, G. W. (2016). Applying the social cognitive model of career self-management to career exploration and decision-making. *Journal of Vocational Behavior*, 93, 47–57. <https://doi.org/10.1016/j.jvb.2015.12.007>

- Lent, R. W., Hackett, G., & Brown, S. D. (1999). A social cognitive view of school-to-work transition. *Career Development Quarterly*, 47(4), 297–311. <https://doi.org/10.1002/j.2161-0045.1999.tb00739.x>
- Lim, V. K. G., Chen, D., Aw, S. S. Y., & Tan, M. (2016). Unemployed and exhausted? Job-search fatigue and reemployment quality. *Journal of Vocational Behavior*, 92, 68–78. <https://doi.org/10.1016/j.jvb.2015.11.003>
- Ling, T. J., & O'Brien, K. M. (2013). Connecting the forgotten half: The school-to-work transition of noncollege-bound youth. *Journal of Career Development*, 40(4), 347–367. <https://doi.org/10.1177/0894845312455506>
- Liu, S., Wang, M., Liao, H., & Shi, J. (2014). Self-regulation during job search: The opposing effects of employment self-efficacy and job search behavior self-efficacy. *Journal of Applied Psychology*, 99(6), 1159–1172. <https://doi.org/10.1037/a0036692>
- Lo Presti, A., Capone, V., Aversano, A., & Akkermans, J. (2021). Career competencies and career success: On the roles of employability activities and academic satisfaction during the school-to-work transition. *Journal of Career Development*. <https://doi.org/10.1177/0894845321992536>
- Locke, E. A., & Latham, G. P. (1984). *Goal setting: A motivational technique that works!*.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting & task performance*. Prentice-Hall, Inc.
- Lord, R. G., Diefendorff, J. M., Schmidt, A. M., & Hall, R. J. (2010). Self-regulation at work. *Annual Review of Psychology*, 61, 543–568. <https://doi.org/10.1146/annurev.psych.093008.100314>
- Louis, M. R. (1980). Career transitions: Varieties and commonalities. *The Academy of Management Review*, 5(3), 329–340. <https://doi.org/10.2307/257108>
- McDonald, P. K. (2018). How 'flexible' are careers in the anticipated life course of young people? *Human Relations*, 71(1), 23–46. <https://doi.org/10.1177/0018726717699053>
- Mitchell, K. E., Al Levin, S., & Krumboltz, J. D. (1999). Planned happenstance: Constructing unexpected career opportunities. *Journal of Counseling & Development*, 77(2), 115–124. <https://doi.org/10.1002/j.1556-6676.1999.tb02431.x>
- Moore, T. S. (2010). The locus of racial disadvantage in the labor market. *American Journal of Sociology*, 116(3), 909–942. <https://doi.org/10.1086/655823>
- Morandin, G., Russo, M., & Bergami, M. (2021). Imagining the newcomer-supervisor relationship: Future relational self in the workplace. *Human Resource Management Journal*. <https://doi.org/10.1111/1748-8583.12340>
- Nägele, C., & Neuenchwander, M. P. (2014). Adjustment processes and fit perceptions as predictors of organizational commitment and occupational commitment of young workers. *Journal of Vocational Behavior*, 85(3), 385–393. <https://doi.org/10.1016/j.jvb.2014.08.011>
- Neuenchwander, M. P., & Hofmann, J. (2021). Career decision, work adjustment, and person-job fit of adolescents: Moderating effects of parental support. *Journal of Career Development*. <https://doi.org/10.1177/0894845321995960>
- Ng, T. W. H., & Feldman, D. C. (2007). The school-to-work transition: A role identity perspective. *Journal of Vocational Behavior*, 71(1), 114–134. <https://doi.org/10.1016/j.jvb.2007.04.004>
- Ng, T. W. H., Sorensen, K. L., Eby, L. T., & Feldman, D. C. (2007). Determinants of job mobility: A theoretical integration and extension. *Journal of Occupational and Organizational Psychology*, 80(3), 363–386. <https://doi.org/10.1348/096317906X130582>
- Nicholson, N. (1984). A theory of work role transitions. *Administrative Science Quarterly*, 29(2), 172–191. <https://doi.org/10.2307/2393172>
- Ocampo, A. C. G., Reyes, M. L., Chen, Y., Restubog, S. L. D., Chih, Y.-Y., Chua-Garcia, L., & Guan, P. (2020). The role of internship participation and conscientiousness in developing career adaptability: A five-wave growth mixture model analysis. *Journal of Vocational Behavior*, 120. <https://doi.org/10.1016/j.jvb.2020.103426>
- Pan, J., Guan, Y., Wu, J., Han, L., Zhu, F., Fu, X., & Yu, J. (2018). The interplay of proactive personality and internship quality in Chinese university graduates' job search success: The role of career adaptability. *Journal of Vocational Behavior*, 109, 14–26. <https://doi.org/10.1016/j.jvb.2018.09.003>
- Pinquant, M., Juang, L. P., & Silbereisen, R. K. (2003). Self-efficacy and successful school-to-work transition: A longitudinal study. *Journal of Vocational Behavior*, 63(3), 329–346. [https://doi.org/10.1016/S0001-8791\(02\)00031-3](https://doi.org/10.1016/S0001-8791(02)00031-3)
- Poppleton, S., Briner, R. B., & Kiefer, T. (2008). The roles of context and everyday experience in understanding work-non-work relationships: A qualitative diary study of white- and blue-collar workers. *Journal of Occupational and Organizational Psychology*, 81, 481–502. <https://doi.org/10.1348/096317908X295182>
- Post, C., Sarala, R., Gatrell, C., & Prescott, J. E. (2020). Advancing theory with review articles. *Journal of Management Studies*, 57(2), 351–376. <https://doi.org/10.1111/joms.12549>
- Prussia, G. E., Fugate, M., & Kinicki, A. J. (2001). Explication of the coping goal construct: Implications for coping and reemployment. *Journal of Applied Psychology*, 86(6), 1179. <https://doi.org/10.1037/0021-9010.86.6.1179>
- Prussia, G. E., Kinicki, A. J., & Bracker, J. S. (1993). Psychological and behavioral consequences of job loss: A covariance structure analysis using Weiner's (1985) Attribution Model. *Journal of Applied Psychology*, 78(3), 382–394. <https://doi.org/10.1037/0021-9010.78.3.382>
- Reitzle, M. (2007). The effects of work- and family-related transitions on young people's perception of being adult. *Journal of Vocational Behavior*, 70(1), 25–41. <https://doi.org/10.1016/j.jvb.2006.04.002>
- Rice, A. (2014). Incorporation of chance into career development theory and research. *Journal of Career Development*, 41(5), 445–463. <https://doi.org/10.1177/0894845313507750>
- Richardson, J., & McKenna, S. (2020). An exploration of career sustainability in and after professional sport. *Journal of Vocational Behavior*, 117(103), 314. <https://doi.org/10.1016/j.jvb.2019.06.002>
- Rojon, C., Okupe, A., & McDowall, A. (2021). Utilization and development of systematic reviews in management research: What do we know and where do we go from here? *International Journal of Management Reviews*, 23(2), 191–223. <https://doi.org/10.1111/ijmr.12245>
- Rubenstein, A. L., Eberly, M. B., Lee, T. W., & Mitchell, T. R. (2018). Surveying the forest: A meta-analysis, moderator investigation, and future-oriented discussion of the antecedents of voluntary employee turnover. *Personnel Psychology*, 71(1), 23–65. <https://doi.org/10.1111/peps.12226>
- Rudolph, C. W. (2016). Lifespan developmental perspectives on working: A literature review of motivational theories. *Work, Aging and Retirement*, 2(2), 130–158. <https://doi.org/10.1093/workar/waw012>
- Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford publications.
- Saks, A. M., Uggerslev, K. L., & Fassina, N. E. (2007). Socialization tactics and newcomer adjustment: A meta-analytic review and test of a model. *Journal of Vocational Behavior*, 70(3), 413–446. <https://doi.org/10.1016/j.jvb.2006.12.004>
- Savickas, M. L. (1997). Career adaptability: An integrative construct for life-span, life-space theory. *The Career Development Quarterly*, 45(3), 247–259. <https://doi.org/10.1002/j.2161-0045.1997.tb00469.x>
- Savickas, M. L. (2002). Career construction: A developmental theory of vocational behavior. In D. Brown, & Associates (Eds.), *Career choice and development* (4th ed., pp. 149–205). Jossey-Bass.
- Savickas, M. L. (2013). Career construction theory and practice. *Career Development and Counseling: Putting Theory and Research to Work*, 2, 144–180.
- Savickas, M. L., Super, C. M., & Super, D. E. (1996). The life span, life space approach to careers. In D. Brown, & L. Brooks (Eds.), *Career choice and development: Applying contemporary theories to practice* (pp. 121–178).
- Seibert, S., Akkermans, J., & Liu, J. (2024). Understanding contemporary career success: A critical review. *Annual Review of Organizational Psychology and Organizational Behavior*, 11. <https://doi.org/10.1146/annurev-orgpsych-120920-051543>
- Seibert, S. E., Kraimer, M. L., Holtom, B. C., & Pierotti, A. J. (2013). Even the best laid plans sometimes go askew: Career self-management processes, career shocks, and the decision to pursue graduate education. *Journal of Applied Psychology*, 98, 169–182. <https://doi.org/10.1037/a0030882>
- Sortheix, F. M., Chow, A., & Salmela-Aro, K. (2015). Work values and the transition to work life: A longitudinal study. *Journal of Vocational Behavior*, 89, 162–171. <https://doi.org/10.1016/j.jvb.2015.06.001>
- Spurk, D., Hirschi, A., & Dries, N. (2019). Antecedents and outcomes of objective versus subjective career success: Competing perspectives and future directions. *Journal of Management*, 45(1), 35–69. <https://doi.org/10.1177/0149206318786563>
- Stremersch, J., Van Hove, G., & van Hooff, E. (2021). How to successfully manage the school-to-work transition: Integrating job search quality in the social cognitive model of career self-management. *Journal of Vocational Behavior*, 131. <https://doi.org/10.1016/j.jvb.2021.103643>
- Sullivan, S. E., & Al Ariss, A. (2021). Making sense of different perspectives on career transitions: A review and agenda for future research. *Human Resource Management Review*, 31(1), Article 100727. <https://doi.org/10.1016/j.hrmr.2019.100727>

- Sun, T., Schilpzand, P., & Liu, Y. (2023). Workplace gossip: An integrative review of its antecedents, functions, and consequences. *Journal of Organizational Behavior*, 44(2), 311–334. <https://doi.org/10.1002/job.2653>
- Šverko, B., Galić, Z., Seršić, D. M., & Galesić, M. (2008). Unemployed people in search of a job: Reconsidering the role of search behavior. *Journal of Vocational Behavior*, 72(3), 415–428. <https://doi.org/10.1016/j.jvb.2007.11.006>
- Takeuchi, N., Takeuchi, T., & Jung, Y. (2021). Making a successful transition to work: A fresh look at organizational support for young newcomers from an individual-driven career adjustment perspective. *Journal of Vocational Behavior*, 128. <https://doi.org/10.1016/j.jvb.2021.103587>
- Tomlinson, J., Baird, M., Berg, P., & Cooper, R. (2018). Flexible careers across the life course: Advancing theory, research and practice. *Human Relations*, 71(1), 4–22. <https://doi.org/10.1177/0018726717733313>
- Van den Hee, S. M., van Hooft, E. A. J., & van Vianen, A. E. M. (2020). A temporal perspective of job search: The relation between personality attributes, motivation, job search behavior, and outcomes. *Journal of Vocational Behavior*, 122. <https://doi.org/10.1016/j.jvb.2020.103489>
- Van der Horst, A. C., Klehe, U.-C., Brenninkmeijer, V., & Coolen, A. C. M. (2021). Facilitating a successful school-to-work transition: Comparing compact career-adaptation interventions. *Journal of Vocational Behavior*, 128. <https://doi.org/10.1016/j.jvb.2021.103581>
- Van Hooft, E. A. J., Kammeyer-Mueller, J. D., Wanberg, C. R., Kanfer, R., & Basbug, G. (2021). Job search and employment success: A quantitative review and future research agenda. *Journal of Applied Psychology*, 106(5), 674–713. <https://doi.org/10.1037/apl0000675>
- Van Hooft, E. A. J., Van Hooft, G., & van den Hee, S. M. (2022). How to optimize the job search process: Development and validation of the job search quality scale. *Journal of Career Assessment*, 30(3), 474–505. <https://doi.org/10.1177/10690727211052812>
- Vandenbergh, C., Landry, G., Bentein, K., Anseel, F., Mignonac, K., & Roussel, P. (2021). A dynamic model of the effects of feedback-seeking behavior and organizational commitment on newcomer turnover. *Journal of Management*, 47(2), 519–544. <https://doi.org/10.1177/0149206319850621>
- Vansteenkiste, S., Deschacht, N., & Sels, L. (2015). Why are unemployed aged fifty and over less likely to find a job? A decomposition analysis. *Journal of Vocational Behavior*, 90, 55–65. <https://doi.org/10.1016/j.jvb.2015.07.004>
- Vohs, K. D., & Baumeister, R. F. (2016). *Handbook of self-regulation: Research, theory, and applications*. Guilford Publications.
- Vondracek, F. W., Lerner, R. M., & Schulenberg, J. E. (1986). *Career development: A life-span developmental approach*. Routledge.
- Vuori, J., & Vesalainen, J. (1999). Labour market interventions as predictors of re-employment, job seeking activity and psychological distress among the unemployed. *Journal of Occupational and Organizational Psychology*, 72(4), 523–538. <https://doi.org/10.1348/096317999166824>
- Wanberg, C. R. (1995). A longitudinal study of the effects of unemployment and quality of reemployment. *Journal of Vocational Behavior*, 46(1), 40–54. <https://doi.org/10.1006/jvbe.1995.1003>
- Wanberg, C. R. (1997). Antecedents and outcomes of coping behaviors among unemployed and reemployed individuals. *Journal of Applied Psychology*, 82(5), 731–744. <https://doi.org/10.1037/0021-9010.82.5.731>
- Wanberg, C. R. (2012). The individual experience of unemployment. *Annual Review of Psychology*, 63, 369–396. <https://doi.org/10.1146/annurev-psych-120.710-100.500>
- Wanberg, C. R., Hough, L. M., & Song, Z. (2002). Predictive validity of a multidisciplinary model of reemployment success. *Journal of Applied Psychology*, 87(6), 1100–1120. <https://doi.org/10.1037/0021-9010.87.6.1100>
- Wanberg, C. R., Kanfer, R., & Banas, J. T. (2000). Predictors and outcomes of networking intensity among unemployed job seekers. *Journal of Applied Psychology*, 85(4), 491–503. <https://doi.org/10.1037/0021-9010.85.4.491>
- Wanberg, C. R., Kanfer, R., & Rotundo, M. (1999). Unemployed individuals: Motives, job-search competencies, and job-search constraints as predictors of job seeking and reemployment. *Journal of Applied Psychology*, 84(6), 897. <https://doi.org/10.1037/0021-9010.81.1.76>
- Wanberg, C. R., van Hooft, E. A. J., Liu, S., & Csillag, B. (2019). Can job seekers achieve more through networking? The role of networking intensity, self-efficacy, and proximal benefits. *Personnel Psychology*. <https://doi.org/10.1111/peps.12380>
- Wanberg, C. R., Watt, J. D., & Rumsey, D. J. (1996). Individuals without jobs: An empirical study of job-seeking behavior and reemployment. *Journal of Applied Psychology*, 81(1), 76.
- Wang, M. (2007). Profiling retirees in the retirement transition and adjustment process: Examining the longitudinal change patterns of retirees' psychological well-being. *Journal of Applied Psychology*, 92(2), 455. <https://doi.org/10.1037/0021-9010.92.2.455>
- Wang, M., Henkens, K., & van Solinge, H. (2011). A review of theoretical and empirical advancements. *The American Psychologist*, 66(3), 204–213. <https://doi.org/10.1037/a0022414>
- Wang, M., & Shi, J. (2014). Psychological research on retirement. *Annual Review of Psychology*, 65, 209–233. <https://doi.org/10.1146/annurev-psych-010213-115131>
- Waters, L. (2007). Experiential differences between voluntary and involuntary job redundancy on depression, job-search activity, affective employee outcomes and re-employment quality. *Journal of Occupational and Organizational Psychology*, 80(2), 279–299. <https://doi.org/10.1348/096317906X104004>
- Wiesner, M., Vondracek, F. W., Capaldi, D. M., & Porfeli, E. (2003). Childhood and adolescent predictors of early adult career pathways. *Journal of Vocational Behavior*, 63(3), 305–328. [https://doi.org/10.1016/S0001-8791\(03\)00028-9](https://doi.org/10.1016/S0001-8791(03)00028-9)
- Zhan, Y., Wang, M., & Shi, J. (2015). Retirees' motivational orientations and bridge employment: Testing the moderating role of gender. *Journal of Applied Psychology*, 100(5), 1319. <https://doi.org/10.1037/a0038731>
- Zhang, C., Hirschi, A., Li, M., & You, X. (2021). Profiles of calling and their relation to university-to-work transition outcomes. *Journal of Career Development*. <https://doi.org/10.1177/0894845321992873>
- Zikic, J., & Klehe, U.-C. (2006). Job loss as a blessing in disguise: The role of career exploration and career planning in predicting reemployment quality. *Journal of Vocational Behavior*, 69(3), 391–409. <https://doi.org/10.1016/j.jvb.2006.05.007>
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In *Handbook of self-regulation* (pp. 13–39). Academic Press. <https://doi.org/10.1016/B978-012109890-2/50031-7>
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166–183. <https://doi.org/10.3102/0002831207312909>