



# Program Examples and Implications for Seamless Transition to Labor Market of Young Job Seekers

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**Abstract:** This research examined the theories and institutions related to the labour market transition of young job seekers and compared and analyzed the cases of Korea's related policies and program with similar Danish flexible stability models. Literature and data, including prior domestic and international studies, were gathered and analyzed. According to the findings, employment policy is more important than integrated policy (MTP) that focuses on employment (MWP), which ensures that the implementation process works well from a career cycle perspective. Furthermore, rather than employment for the unemployed, it is more important for the employment service to facilitate labour market implementation, making it easier to implement employment-related transitions by creating a "bridge to employment" for both workers and companies. The current study provides directions to find employment services for seamless labour market transition of young job seekers.

**Keywords:** *Young job seekers, transition to labor market, The Transitional Labor Markets Policy (TLMP)*

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## INTRODUCTION

### *Necessity and Purpose of Research*

One individual is faced a number of risk factors in the process of moving the labor market, such as job change, unemployment, career break, and retirement by stage of life. At this time, a labor market system is needed to support you move easily to better places. The existing labor market policy was an active labor market perspective to support costs if you work, but now a so-called Transitional Labor Market (TLM) perspective is also needed to support costs in order to increase your ability to work even now in the transitional state preparing to work. At present, the polarization phenomenon of the economy, in which the fruit of economic growth does not go back to the common people, is further exacerbated, and the dual structure of the labor market is also solidifying. Therefore, in the current economic situation, the introduction of social policies, especially employment service policies that increase the ability to work, can be an essential measure to enter the advanced countries as a policy that resolves the dual structure of the labor market and ensures sustainable job competency throughout life (Oh, 2019; Yakubovich & Kozina, 2000).

In Korea, the youth employment is getting worse and solidifying as the gap of rate between the youth unemployment (9.8%) and the total unemployment (3.7%) has doubled since the 1990s. The worsening of the youth employment is mainly due to the lack of job supply and continuous mismatch, and accumulated the structural problems of industry, education, and labor markets (Ministry of Employment and Labor, 2018). Due to technological innovation, automation, etc., the jobs of white-collar and blue-collar that young people want to go is decreasing, and the employment of career is on the rise. And, the job creation output of existing flagship industries such as semi-conductors, ship-building, and

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automobiles etc. is slowing, and demand for private jobs is shrinking due to delays in the creation of new industries (Nucharee & Teeradej, 2019; Wang & Benjamin, 2019; Zhu, Kara, & Zhu, 2019). And, SMEs have many unoccupied jobs, but young people avoid work due to distortion of the social compensation system, etc., and avoid start-up activities due to lack of adventure spirit and safety net, etc., and the tendency to focus on youth's large corporations and the public sector continues due to the homogenization of education due to high rate of university admission.

In particular, students from vocational colleges and local colleges are frustrated from the first step toward to society after graduation from the fact that they are experiencing double difficulties between employment difficulties and employment barriers. As you can see in the word "Young Cliff of Employment," which describes the situation of young people who could not find a job as being driven off the edge of a cliff, the job search for young people is becoming increasingly difficult (Fan, 2003; Svejnar, 1999).

In this situation, young people came to the natural situation of the proposition that employment is happiness. There is a need to establish a suitable transition program to labor market for poor young people who have not been able to get a job, as well as non-regular workers or unemployment insurance which is a blind spot in the existing social safety net (Gilang, M., Pradana, Saragih, & Khairunnisa, 2018). Although the government is trying to increase for the number of civil servants and make irregular workers regular for the purpose of active job policy and job stabilization of workers, the reality is that jobs are being pushed to a more difficult level because the global environment of companies is not improving (Dou, Ye, Ye, & Pan, 2019; Svejnar, 1999).

In this study, the employment barrier is defined as an invisible obstacle that young people feel when they dream of their future, and it wants to find out what is the employment barrier perceived by young people. And, assuming that it is happiness to get a stable job by overcoming this, it wants to find out about the degree of perception and the path to job search. In addition, it examines the theories and institutions related to the labor market transition of young job seekers, and compares and analyzes the cases of Korea's related policies and program with similar Danish flexible stability models, and it seeks to draw implications for finding improvement directions to find employment services for seamless labor market transition of young job seekers.

## REVIEW OF RELATED THEORY AND INSTITUTION

### *Significance of the TLMP*

TLMP proposed by (Schmid, 1998) in the mid-1990s, focuses on responding to exposure of new social risks rather than responding to various individual demands, unlike the traditional labor market policy which are divided into employment and unemployment.

There are various forms of labor transition throughout life over a lifetime, including transition between education & training and employment, transition between short-term and full-time employment, transition between self-employment and employment, transition between unemployment and employment, transition between family activities and employment, transition between employment and retirement. The full employment in the TLMP refers to all implementations related to the labor market throughout a life cycle, and is not a strict concept (age 20-65 years old and 36-40 hours per week) but a concept of dynamic balance.

The employment can appear as many forms, such as employment, unemployment, and non-economic activity, according to family needs, economic and technological changes, or personal preferences. The full employment is the third way to address social risks, including gender equality for work-life balance, flexibility in the labor market, and flexibility in working hours per week rather than a performance-based livelihood support model. The goal of the TLMP is to prevent exclusive implementation from poverty and unemployment and to improve employment possibilities, and is summarized as paying benefits in the implementation process through social systems to increase the flexibility of employment and unemployment (Schmid, 2002). Therefore, the TLMP recognizes flexible stability as a dynamic transition throughout its life cycle, and implements it in the context of social risk management for a variety of actors such as individuals, families, businesses, and countries. Each country has a different philosophical base of national policy, economic and social conditions, and enforcement processes, but in recent years convergence has been made to strengthen employment support to those who can be hired through mutual learning.

### *Types of TLM*

The type of TLM is generally based on the type suggested by (Schmid, 1998). As shown in (Figure 1), it will be explained in five ways, such as transition between employment (type I), transition between unemployment and

employment (type II), transition between education & training and employment (type III), transition between housework and employment (type IV), transition to retirement from employment (type V) (Oh, 2019).

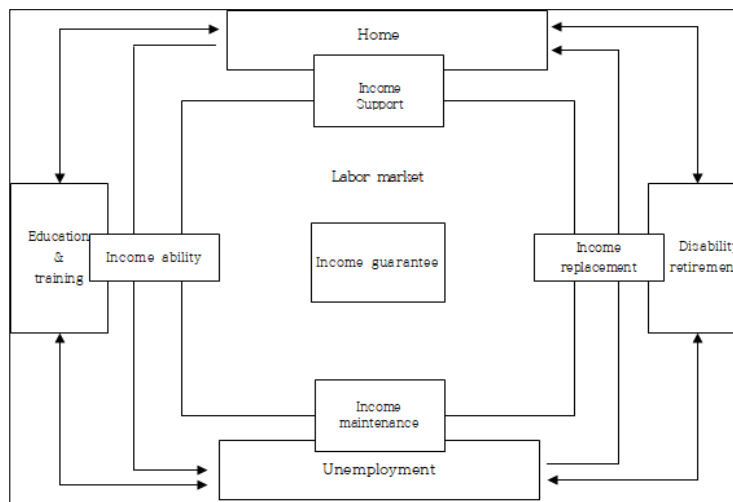


Figure 1 Types of TLM (Source: (Schmid, 1998))

First, Type I (transition between employment) is a form of transition between subordinate work (movement between part-time and full-time employment, transition between regular and non-regular workers, change of employer, etc.), transition between wage work and non-wage work, such as self-employment and unpaid family workers, parallel of subordinate work and self-employment. Here, income stability is important during the transition between employment. The ability development for non-regular workers is particularly important, but government intervention is required because both companies and workers have low participation incentives. The examples of transition support include resolving discrimination against vulnerable groups, narrowing the gap of regional employment, increasing the enrollment rate of employment insurance for non-regular workers, expanding the workers' training voucher card system (Republic of Korea), and increasing flexibility in working hours (such as the German shortening allowance system), and the Danish start-up support system, etc.

Second, Type II (implementation between unemployment and employment) is a form of transition from employment or self-employment to unemployment, from unemployment to reemployment or self-employment. Here, maintaining income is important during the transition between unemployment and employment. The examples of transition support include job creation to prevent unemployment, support for entrepreneurship, support for low-income workers (tax reduction or cost support), subsidy for irregular workers of part-time, and incentives provided for employment, job counseling and job placement, self-employment allowance, employment subsidies, employment office using a jobless counselor (Sweden), tax credits, and workers' rehabilitation programs, etc.

Third, Type III (transition between education & training and employment) is a form of transition to employment after school graduation or after completion of education & training when unemployed. Here, maintenance and improvement of income is important during the transition between training & employment and employment. The examples of transition support include the promotion of human resource development and lifelong learning. Specifically, school-company partnerships, job placement and job guidance systems, career guidance programs, vocational training (career transition training, etc.), training and recruitment programs (Sweden), job rotation (Denmark), and vocational training for non-economically active population, etc.

Fourth, Type IV (transition between housework and employment) is a form of transition from leave or layoff to reinstatement, leave or layoff for childbirth and childcare. Here, income support is important during the transition between housework and employment, and the key is to ensure childcare leave and short-time work for childcare. The examples of transition support include parental leave or application for a reduction in childcare hours (Republic of Korea), parental leave and nursing leave (Denmark), and teacher model of the Berlin.

Fifth, type V (transition from employment to retirement) is a form of transition to retirement (regular retirement or exit from the labor market). Here, replacement of income is important during the transition from employment to retirement. The examples of transition support include a partial retirement system, a wage insurance system, education

& training for the elderly, transition to jobs that match productivity or difficulty, and reorganization of the old-age pension system, etc.

The TLM policy differs from the Active Labor Market Policy (ALMP), which focuses on preventing unemployment and reducing the period of unemployment in terms of avoiding exclusion from the labor market and expanding the concept of traditional full employment.

### **Danish Flexible Stability Model**

European labor market policy has shifted from a passive labor market policy focusing on delivering unemployment benefits to an active labor market policy that focuses on preventing unemployment and reducing unemployment. In addition, it has been shifted into a TLM according to changes in the market, such as women's participation in economic activities, the importance of retirement, the instability of low-skilled workers, and the increased demand for flexibility of labor and management (de Gier & van den Berg, 2005).

Globalization means restructuring of rapid economic and frequent job changes by workers. This more flexible labor market implies negative implications for job security. Hereupon, the issue of flexibility is the EU's dilemma to maintain competitiveness and preserve the European Union's social model.

In recent years, the concept of flexibility has changed in the direction of flexible labor market including job security. Flexibility and stability are inevitably opposite concepts, but start with the meaning of mutual support. The flexibility approach is mixed in many countries, but the Danish model is a good example. The Danish model is the so-called "The Golden Triangle", which reinforces the high level of workplace mobility, the comprehensive social stability system and the promotion of active labor market policies. That is, the UK's flexible labor market and Sweden's social safety net levels are harmonized, and it is simultaneously achieving flexibility and stability in the labor market through the three axes are achieving appropriately for balance and role: high flexibility and mobility, generous unemployment benefit system, and active labor market policy based on the industrial structure centered on SMEs and a mature labor-management cooperation system.

In Danish models, workers remain unemployed for just three days, and can receive 90 percent of their salaries up to four years. It also does smoothly the flow from unemployment to employment by facilitating the skills improvement of the unemployed through training programs. Similar models to Denmark are found in Ireland and Austria. Austria's main funding system allows the right to a recognized retirement allowance in one job to be transferred to the next, and as a result, workers do not have to stay in the same job just to ensure the right to retirement benefits, and each business owner does not have to face financial risks associated with layoffs.

However, despite the advantages of these Danish models, it is not easy to apply them in other countries. The reason is that the Danish system contains strong public propulsion that historically may not exist in other countries, and there is a problem that is forced to accept partly the Danish models in consideration of the realities of each country in relation to the flexibility approach. Therefore, it is not easy to apply the Danish model as a whole, but the concept of flexibility to protect workers is a useful guide. It is necessary to continually improve in the direction of increasing labor market flexibility while ensuring that workers are protected as much as possible against economic fluctuations.

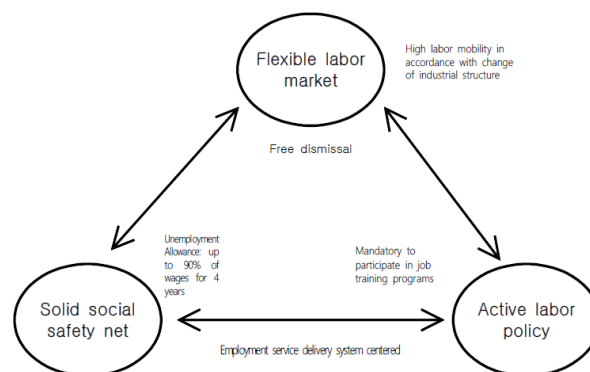


Figure 2 *Denmark's Labor Market Flexibility and Stability Model (Golden Triangle Model)*

### ***Comparison of TLM and Danish Flexible Stability***

Recently, scholars studying the TLM say that the ultimate goal of the TLM is to provide flexibility and safety (Bredgaard & Larsen, 2007). It is argued that social risk management through TLM is one way to combine flexibility and stability, and that TLM is an implementation strategy to achieve flexibility. As in the literature on flexible stability, the literature on TLM is concerned with pursuing employment security rather than job security, which comes from the view that it is important to protect people rather than to protect jobs. As such, there are similarities between the concept of TLM and flexible stability. However, it is necessary to understand that there are significant differences between the two concepts.

If it compares the TLM and Denmark's flexible stability model, in Denmark the level of employment protection for full-time workers after the September Compromise between labor and management in 1899 is on the loosest among OECD countries except English-speaking countries. However, workplace instability is balanced by a relatively generous social security system, including high levels of unemployment and cash benefits. And, lots of investment in the ALMP has been supported since the mid-1990s to enhance employment possibilities.

Denmark's flexible stability model consists of combination of a flexible employment protection legislation, a generous welfare system, and the active labor market policies, and focuses primarily on the regular labor market. Namely, the main focus is on the movement of full-time workers within the labor market. However, the flexible stability model includes the transition between education and employment or the transition between unemployment and employment, but does not focus on the transition between personal household work and employment or the transition between employment and retirement.

Therefore, compared to the concept of flexible stability, the concept of TLM provides a more integrated and comprehensive picture on labor mobility from inside and outside of the labor market. In this regard, TLM provides a very useful analytical framework for envisioning labor market and social policy to integrate workers from vulnerable groups located in or around the labor market into the labor market.

### **RESEARCH METHOD**

First, by collecting related literature and data, such as domestic and international prior studies, was analyzed the theories and the institutions related to the labor market transition of young job seekers, and was comparative analysis of Korea's related cases of policies and program with similar Danish flexible stability models.

Second, by collecting and analyzing related literature, data, and statistical data, what are the barriers to employment for young people recognized as impediments to feel in the process of dreaming of his future, and assuming that it is happiness to get a stable job by overcoming them, it investigated the degree of perception and the path to job search(implementation).

Third, based on the results of the analysis on the above research contents, it is intended to draw implications for finding the improvement direction of employment services for streamless job market transition of young job seekers.

### **ANALYSIS OF PROGRAM EXAMPLES FOR SMOOTH TRANSITION TO THE LABOR MARKET**

#### ***Current Status and Characteristics of Youth's Transition to the Labor Market***

The current status of the labor market transition is as follows, focusing on several aspects related to the school-vocation transition and labor market path of the youth.

First, let's take a look at the education level, technology level, and the degree of mismatch in the major field and work content (Table 1). The job mismatch levels of young people are classified into the appropriate employment status ('suitable'), the downward employment status ('very low', 'low'), and the upward employment status ('very high', 'high'). About 12% of the education/technology level, and 19.4% of the major field responded in a subjective downward employment status, whereas 8.9% of the education/technology level and 25% of the major field responded in a subjective upward employment status. On the other hand, the proportion of proper employment status ('appropriate') was low, 78.79% compared to education/technology level, and 55% compared to the major field. In particular, the proportion of subjective mismatch is much higher in the major field than in education/technology level, which shows that the distribution of major fields in universities and the design of students' majors do not match the changes in industrial demand.

Table 1 *SUBJECTIVE MISMATCH COMPARED TO EDUCATION LEVEL/ TECHNOLOGY LEVEL/ MAJOR FIELD (2007-2016)*  
(UNIT: N(%))

	Compared to the Education Level	Compared to the Skill Level	Compared to the Major Field
Total	30,197(100.0)	30,197(100.0)	30,197(100.0)
The level is very low	263(0.87)	267(0.88)	1,539(5.10)
The level is low	3,405(11.28)	3,473(11.50)	4,323(14.32)
The level is appropriate	23,560(78.02)	23,930(79.25)	16,676(55.22)
The level is high	2,757(9.13)	2,437(8.07)	6,271(20.77)
The level is very high	212(0.70)	90(0.30)	1,388(4.60)

Source: Korea Employment Information Service(each year). Youth Panel 2017.

Second, when looking at the acquisition route for job search information of young people (Table 2), in the case of the first answer, 'school teachers (professor) and acquaintances' accounted for the highest number of 35.5%, followed by 'employment sites of public institution' (22%), 'school-operated employment information centers/career development centers (13.2%) were relatively high. The Next, it followed by 'friends/juniors', 'private employment sites', 'newspapers, TV and other media outlets'. The order is generally similar in the overall rankings covering 1 to 3 rankings. As a result of this, it can be seen that, while students obtain employment information mainly by using the information provided by schools, the public institution sites, and the personal networks, there are relatively few cases where it is mediated directly by private employment sites or companies. It can be interpreted that the low placement proportion of private sites or companies already overlaps with information provided by schools/public institutions, or that the dissemination of private information has less influence than schools/public sites.

Table 2 *STUDENT'S ACQUISITION PATH OF JOB SEARCH INFORMATION (2007-2016) UNIT: N(%)*

	Compared to the Education Level	Compared to the Skill Level	Compared to the Major Field
Total	30,197(100.0)	30,197(100.0)	30,197(100.0)
The level is very low	263(0.87)	267(0.88)	1,539(5.10)
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Source: Korea Employment Information Service(each year). Youth Panel 2017.

Second, when looking at the acquisition route for job search information of young people (Table 3), in the case of the first answer, 'school teachers (professor) and acquaintances' accounted for the highest number of 35.5%, followed by 'employment sites of public institution' (22%), 'school-operated employment information centers/career development centers (13.2%) were relatively high. The Next, it followed by 'friends/juniors', 'private employment sites', 'newspapers, TV and other media outlets'. The order is generally similar in the overall rankings covering 1 to 3 rankings. As a result of this, it can be seen that, while students obtain employment information mainly by using the information provided by schools, the public institution sites, and the personal networks, there are relatively few cases where it is mediated directly by private employment sites or companies. It can be interpreted that the low placement proportion of private sites or companies already overlaps with information provided by schools/public institutions, or that the dissemination of private information has less influence than schools/public sites.

Table 3 *STUDENT'S ACQUISITION PATH OF JOB SEARCH INFORMATION (2007-2016) UNIT: N(%)*

	Rank 1	Rank 2	Rank 3	Total
School teacher (professor), acquaintance	1,330(35.51)	462(13.52)	286(9.74)	2,078(20.58)
School-run employment information/ career development center	494(13.19)	705(20.64)	330(11.24)	1,529(15.14)
Newspapers, TV and other media	171(4.57)	274(8.02)	273(9.30)	718(7.11)
Living information magazine	41(1.09)	64(1.87)	59(2.01)	164(1.62)
Parents or relatives	88(2.35)	151(4.42)	135(4.60)	374(3.70)
Friends or senior.junior	266(7.10)	585(17.13)	508(17.31)	1,359(13.46)
Public employment agency	70(1.87)	134(3.92)	155(5.28)	359(3.56)
Private employment agency	35(0.93)	63(1.84)	50(1.70)	148(1.47)
Public institution employment site (Work-net, etc.)	823(21.98)	524(15.34)	433(14.75)	1,780(17.63)
Private job site/ cafe	176(4.70)	164(4.80)	155(5.28)	495(4.90)
Contact a company directly	41(1.09)	92(2.69)	172(5.86)	305(3.02)
Job or work fair	35(0.93)	64(1.87)	104(3.54)	203(2.01)
Academy	40(1.07)	63(1.84)	118(4.02)	221(2.19)
Field training/ internship	22(0.59)	29(0.85)	52(1.77)	103(1.02)
Head hunter (Search consultant)	1(0.03)	2(0.06)	6(0.20)	9(0.09)
I never got any information	107(2.86)	40(1.17)	98(3.34)	245(2.43)
Others	5(0.13)	0(0.00)	1(0.03)	6(0.06)

Source: Korea Employment Information Service (each year). Youth Panel 2017.

Third, looking at the difficulties in finding a job for young people (Table 4), 'lack of employment information and ignorance' were generally considered as the most difficult, followed by 'lack of career/requirement qualification', 'personal aptitude', and 'inconsistency in income/compensation' and 'inconsistency in working environment' were also found to be relatively difficult. This can be seen as showing that information friction or mobility friction in the labor market can be a factor that hinders job search for young people, and showing indirectly various phenomenon that is derived when a dual labor market structure exists, such as job mismatch and stability.

Table 4 *DIFFICULTIES IN FINDING THE JOBS FOR STUDENTS (2007-2016) UNIT: N(%)*

	Rank 1	Rank 2	Rank 3	Total
I lack job information, but I don't know.	1,243(33.05)	508(15.54)	423(15.44)	2,174(22.25)
I can't figure out my aptitude	484(12.87)	499(15.26)	278(10.15)	1,261(12.91)
By the lack of career	577(15.34)	614(18.78)	430(15.69)	1,621(16.59)
Because of gender discrimination	15(0.40)	22(0.67)	18(0.66)	55(0.56)
The requirements for education, skills, etc. do not meet	534(14.20)	482(14.74)	422(15.40)	1,438(14.72)
Due to appearance or physical defects	21(0.56)	21(0.64)	34(1.24)	76(0.78)
Income or pay is not right	257(6.83)	415(12.69)	335(12.23)	1,007(10.31)
Because working environment and working hours are not correct	214(5.69)	286(8.75)	318(11.61)	818(8.37)
Psychological burden due to continued dropout of documents / interviews	171(4.55)	204(6.24)	184(6.72)	559(5.72)
Lack of founding funds	13(0.35)	10(0.31)	25(0.91)	48(0.49)
Without a license	180(4.79)	195(5.96)	258(9.42)	633(6.48)
Others	49(1.30)	13(0.40)	15(0.55)	77(0.79)

The data of Youth panel were used to trace the status of the change from 1 to 5 years. In this study, this was performed according to the process of obtaining the simple Markov transition probability matrix of Nichols(2014). Over time, more than half of the observations disappear after 5 years due to factors such as non-response, panel dropout, and diversion of unemployment/non-economic activity, and the sample size is greatly reduced.

First of all, it derived the Markov's transition probability matrix on the basis of the movement between the various conditions(students, employment, and unemployed) facing the youth (Table 5). Over time, the probability of students turning into employed people increases steadily, making more than 60 percent of them is employed in 5 years, but about 20 percent of them still remain unemployed. In the case of employed people, the probability of staying in the workforce varies by period, but it shows a high level of more than 80 percent, this is indicating that young people are likely to remain in a job state once they are employed. The probability of employed people becoming unemployed tends to increase over time, from 8 percent in 1 year to 16 percent in 5 years. Meanwhile, the probability of unemployed people switching to employed people shows a tendency to increase from 28 percent in a year to 47 percent in 5 years, while the probability of unemployed people remaining unemployed steadily decreases from 66 percent in 1 year to 45 percent in 5 years.

Table 5 *TRANSFER BETWEEN STUDENTS/EMPLOYMENT/UNEMPLOYMENT OF YOUNG PEOPLE (2007-2016) UNIT: N(%)*

1 Year Later	Student	Employed	Unemployed	Sum Total
Student	11,645(73.2)	2,703(17.0)	1,543(9.7)	15,891(100.0)
Employed	353(1.3)	22,970(89.8)	2,245(8.7)	25,568(100.0)
Unemployed	606(5.6)	2,984(27.8)	7,138(66.5)	10,728(100.0)
Total	12,604(24.1)	28,657(54.9)	10,926(20.9)	52,187(100.0)
3 year later	Student	Employed	Unemployed	Sum total
Student	5,203(39.8)	5,678(43.4)	2,205(16.9)	13,086(100.0)
Employed	255(1.5)	14,202(85.0)	2,252(13.5)	16,709(100.0)
Unemployed	487(6.7)	3,051(41.8)	3,754(51.5)	7,292(100.0)
Total	5,945(16.0)	22,931(61.8)	8,211(22.1)	37,087(100.0)
5 year later	Student	Employed	Unemployed	Sum total
Student	1,838(19.6)	5,736(61.1)	1,812(19.3)	9,386(100.0)
Employed	112(1.1)	8,227(82.2)	1,676(16.7)	10,017(100.0)
Unemployed	365(7.5)	2,320(47.4)	2,207(45.1)	4,892(100.0)
Total	2,315(9.5)	16,285(67.0)	5,695(23.4)	24,295(100.0)

Source: Korea Employment Information Service (each year). Youth Panel 2017.

Next, through tracking panel data, it derived a of the Markov transtion probability matrix that shows how the current employment pattern changes after 1 year to 5 years (Table 6).

First of all, the probability that the first regular youth group will remain as regular worker decreased slightly from 88.6 percent after 1 year to 81.1 percent after 3 years, and 76.0 percent after 5 years. Most of the young people who leave their regular jobs are mostly unemployed rather than temporary, daily or self-employed. Next, the probability of temporary and daily workers moving to regular jobs continues to increase from 32.2 percent after 1 year, with 47.2 percent after 3 years and 51.6 percent after 5 years. Reflecting this, the probability that temporary and daily workers will continue to maintain the same form of employment will rapidly decrease from 48% after 1 year to a level of 1/3 (16.5%) after 5 years. This pattern of movement of temporary and daily workers shows the characteristics of young people who seek to move upward to better jobs. On the other hand, the probability that the first unemployed young people remains unemployed decreases relatively rapidly over time, the probability of moving to a regular job increases rapidly. And, there is not seen significant change in the probability of moving from unemployed to temporary, daily or self-employed.



Table 6 *EMPLOYMENT TYPE/MOVEMENT BETWEEN UNEMPLOYED OF YOUNG PEOPLE (2007-2016) UNIT: N(%)*

1 Year Later	Regular Job	Temporary Job + Daily Job	Others	Unemployed	Sum Total
Regular job	17,114(88.6)	414(22.1)	228(1.2)	1,558(8.1)	19,314(100.0)
Temporary job + Daily job	913(33.2)	1,363(48.0)	99(3.5)	462(16.3)	2,837(100.0)
Others	128(7.5)	56(3.3)	1,373(80.4)	150(8.8)	1,707(100.0)
Unemployed	1,870(18.8)	691(7.0)	234(2.4)	7,138(71.9)	9,933(100.0)
Total	20,025(59.3)	2,524(7.5)	1,934(5.7)	9,308(27.6)	33,791(100.0)
3 year later	Regular job	Temporary job + Daily job	Others	Unemployed	Sum total
Regular job	10,125(81.1)	402(3.2)	399(3.0)	1,559(12.5)	12,485(100.0)
Temporary job + Daily job	933(47.2)	494(25.0)	110(5.6)	442(22.3)	1,979(100.0)
Others	176(15.9)	48(4.4)	695(63.0)	185(16.8)	1,104(100.0)
Unemployed	1,942(29.5)	570(8.7)	325(4.9)	3,754(57.0)	6,591(100.0)
Total	13,176(59.5)	1,514(6.8)	1,529(6.9)	5,940(26.8)	22,159(100.0)
5 year later	Regular job	Temporary job + Daily job	Others	Unemployed	Sum total
Regular job	5,622(76.0)	237(3.2)	362(4.9)	1,180(15.9)	7,401(100.0)
Temporary job + Daily job	693(51.6)	222(16.5)	100(7.5)	327(24.4)	1,342(100.0)
Others	114(18.3)	35(5.6)	350(56.1)	125(20.0)	624(100.0)
Unemployed	1,473(34.0)	378(8.7)	280(6.5)	2,207(50.9)	4,338(100.0)
Total	7,902(57.7)	872(6.4)	1,092(8.0)	3,839(28.0)	13,705(100.0)

Note: Others include employers, self-employed persons, and unpaid family workers

Source: Korea Employment Information Service (each year). Youth Panel 2017.

Next, Table 7 shows the probability of Markov transition in terms of movement between occupations. The analysis sample used at here was employed at the baseline in 2007 and was limited to case who were employed in the same occupation after 1-5 years. The categories of occupations were classified into management office workers, service provider workers, and production workers according to the occupation classification before the revision in 2007. Although there is a difference in degree by job type, the probability of maintaining the same job is overwhelmingly high, and the probability of moving to another job gradually increases over time. The decrease in the retention rate for the same job over time can be seen as a process of continually correcting the incompleteness of job matching that may exist in the job selection of the first job.

If you look at each job type, the probability of maintaining the same job after 1 year is 90.1% for management office workers, and this probability decreases over time to 70.8% after 5 years. The probability of maintenance of the same job in the production workers decreases from 91.8% after 1 year to 75.3% after five years. In the case of service provider workers, the probability of maintaining the same job decreases from 93.2% after 1 year to 81.0% after 5 years, but the reduction width in the probability of maintaining the same job for 5 years was relatively small compared to that of management office workers or production workers. Looking at the conversion probability to other types of jobs, the probability that management office workers will switch to service provider workers over time is more than twice the probability of converting to service provider workers over time. There is little difference in the conversion probability between management office workers and service provider workers after 1 year, but the probability to convert into service provider workers increases after 5 years.

Table 7 *MOVEMENT BETWEEN OCCUPATIONS OF YOUNG PEOPLE (2007-2016) UNIT: N(%)*

1 Year Later	Management Office	Service Provider	Production	Sum Total
Management office	5,291(90.1)	388(6.6)	195(3.3)	5,874(100.0)
Service Provider	473(4.7)	9,351(92.2)	215(2.1)	10,039(100.0)
Production	213(3.8)	243(4.4)	5,130(91.8)	5,586(100.0)
Total	5,977(27.8)	9,982(46.4)	5,540(25.8)	21,499(100.0)
3 year later	Management office	Service Provider	Production	Sum total
Management office	2,808(79.4)	511(14.5)	218(6.2)	3,537(100.0)
Service Provider	602(9.8)	5,261(85.7)	275(4.5)	6,138(100.0)
Production	290(8.1)	356(9.9)	2,949(82.0)	3,595(100.0)
Total	3,700(27.9)	6,128(46.2)	3,442(25.9)	13,270(100.0)
5 year later	Management office	Service Provider	Production	Sum total
Management office	1,427(70.8)	408(20.2)	181(9.0)	2,016(100.0)
Service Provider	445(12.7)	2,839(81.0)	219(6.3)	3,503(100.0)
Production	225(10.5)	305(14.2)	1,619(75.3)	2,149(100.0)
Total	2,097(27.4)	3,552(46.3)	2,019(26.3)	7,668(100.0)

Source: Korea Employment Information Service (each year). Youth Panel 2017.

### ***Overview of the Program for Youth's Transition to the Labor Market***

In Korea, to support job seeker's transition to the labor market, it continues to operate a variety of effective programs that help job seekers to succeed in jobs, such as strengthening willingness to work, restoring their confidence, discovering their own understanding and strengths, and acquiring job search skills, etc. Currently, these programs depending on the target can be divided into support programs, such as job seekers, the elderly, women, and young people, etc. In this study, we would like to examine in detail the related programs for young people.

The programs for young people include CAP + (Youth Vocational Guidance) program, allA (Youth Career Capability Reinforce) program, Youth Employment Competence Program, Hi (High School Graduate Employment Support) program, and Youth Support Program (other than preparatory education).

The CAP + (Youth Vocational Guidance) program is a program developed to help the choices of rational careers & career and employment, while design their dreams based on this after youth (under 34 years of age) job candidates fully understand their job interests and characteristics.

The allA (Youth Career Capability Reinforce) program is a program to provide new hope, confidence, and career for young people who have lost the motivation of job search due to long unemployment or job failure, and to create the ability related to communication, interpersonal relationships, and cooperative problem solving necessary for work life.

The Youth Employment Competency Program is a program supporting to understand the industrial characteristics, organizational characteristics, and job characteristics of a company that youth (under 34 years of age) job seekers want to apply for the transcendental employment era, and to prepare for job search and find a job centered on job ability and competency.

The Hi (High School Employment Support) program is a program supporting to help future design and job preparation for job preparation students enrolled in characterization high schools and young people in their early twenties who want to get a job after high school graduates and military service.

The youth support program (other than preliminary education) is a program that provides career exploration and self-development, job analysis, and employment strategies to encourage job seekers to increase their job search and improve job search capabilities.

Table 8 *TYPES OF PROGRAMS TO SUPPORT THE TRANSITION OF LABOR MARKET FOR YOUNG PEOPLE*

Assortment	Target	Object	Recommended Target	Personnel	Operation
CAP+ program	Job seekers and job candidate of young people under the age of 34	-Support for Reasonable job selection support of young people -Self-discovery, company search, and document preparation -Improving job search skills such as mock interviews	-Youth who want to explore and prepare for their job characteristics -Youth who want to strengthen job search skills such as resume, self-introduction, interview technique, and information search	15 people (degree) per session	4 days 24 hours
allA program	Youth who have long been unemployed under the age of 34	-Enhancing confident for new job -Improving social skills -Design of life vision	-Youth who are tired for long unemployment -Youth who want to strengthen their desire for employment, confidence, and interpersonal relationship	15 people (degree) per session	4 days 24 hours
Youth Employment Competency Program	College(?) students and youth job seekers under the age of 34	-Understanding NCS-based competency-oriented hiring system and competency hiring -Strengthen job ability and competency-oriented job search skills	College students and young people who want to understand youth recruitment trends in detail and prepare effectively for employment according to company and job	15 people (degree) per session	4 days 24 hours
Hi program	Youth job seekers of high school graduate (including non-advanced students in high school)	Enhancing employment incentives for high school graduates (scheduled), and reinforcing employment skills and job adaptability	-Job candidate enrolled in characterization high schools and humanity high schools, and young people who want to work after graduating high school -High school graduates who want to learn pre-employment backward study information, job information, job search skills, etc.	30 people (degree) per session (High school 1st class)	Total 12 hours (autonomous operation according to the institute)

Source: Korea Employment Information Service (each year). Youth Panel 2017.

### *Specific Details of the Program for Youth's Transition to the Labor Market*

**CAP+ (youth vocational guidance) program:** There is CAP+ (Youth Vocational Guidance) program, a youth job guidance program for young people who are struggling to find a job suitable for them and employment. The CAP+ program allows youth (under 34 years of age) job candidates to fully understand occupational interests and characteristics of oneself, and based on this, it is a program to support the choices of rational careers & career, and to strengthen job search skills (4 days, 24 hours in total) such as preparation of employment documents and strengthening of interview skills. To this end, it is carried out the activities together, such as career and self-discovery, decision-making and corporate search, preparation of job search document, preparation of job interview and practical mock interview, analysis of job success factors, and plan of job preparation action, etc. The CAP + program, which is abbreviation of 'Career Assistance Program Plus', has a symbolic meaning of "adding one more to the best (CAP)" by providing career guidance and job support services to young people who already have enough potential.

The main participants of the CAP+ program are young people (under 34 years of age), and all youth, including job

seekers and college students, can participate. The number of program participants is about 15 people in each group, and operation period is total 24 hours(4 days).

The main contents and examples of the CAP+ (Youth Vocational Guidance) program is shown in Table 9.

Table 9 MAIN CONTENTS OF THE CAP+ (YOUTH VOCATIONAL GUIDANCE) PROGRAM

Day 1	
A. Career and self-discovery - Building aliases and Finding common ground - Want-have list - History of the dream	B. Experience and exploring strengths - Top 10 news and life curve - Identifying my job interests, characteristics and strengths through job preference test
Day 2	
C. Decision making and corporate exploration - Diagnosis of decision-making type - Practice of career decision-making - Search and share of corporate information	D. Common sense of employment and manners - Corporate operating principles and testing games - Corporate and office manners
Day 3	
E. Preparation for job search documents - Understanding the preparation process for employment documents - Writing and review for resume - Writing and review for self-introduction	F. Interview preparation - Making interview image - Understanding interview strategies - Interview questions and answer exercises
Day 4	
G. Practical mock interview - Conducting a mock interview - Sharing feedback of mock interview	H. Analysis of job success factors - Finding key success factors for employment - Establishing action plan for job preparation behavior - Bombing advantage

**ALLA (Youth Career Capability Reinforcet) Program:** There is an alla (Youth Career Capability Reinforce) program especially for young people who have reduced their motivation to work and lowered their self-confidence due to long unemployment or job failure. 'Alla' means 'to rise', and contains hopeful messages such as 'fly up', 'jump up', and 'sparkly up'. And, the English name alla contains the pride that we are all the best (A) people. The alla program will create new hope, confidence and career coordinates for young people who have lost their motivation to find a job due to long unemployment. The alla program is a program that develops the ability related to communication, interpersonal relations, and collaborative problem solving necessary for work life.

This program consists of 10-15 small groups, and is conducted for 6 hours a day for 4 days a day (a total of 24 hours). And, This is achieved through close interaction between the moderator and the participants by an interesting and active program that combines physical activity, games, and expression, etc.

The composition of the alla program is shown in Table 10.

Table 10 MAIN CONTENTS OF ALLA PROGRAM

If it Meet, Happy	If it Talk, Open	I am OK	If it dream, Do it
- A new beginning, ABC - I'm like this. - Cooperation for survival	- Different thoughts, different emotions - Listening to open my mind - Claiming my opinion	- Scenes from my life movie - 4 windows looking at me - You after 10 years	- My job is OOO - The road to vision - Commit and encourage

**Youth Employment Competency Program:** The Youth Employment Competency Program is necessary for young job seekers who prepare for employment in line with the recruitment practice of capacity center beyond spec. As the employment climate is spread, which values job competency and competence rather than simple and uniform specifications, this program requires understanding of the corporate and public sector's hiring trends for young college graduates to recruit of competencies and National Competency Standards (NCS)<sup>1</sup>-based capabilities. The program will help you explore the industries and businesses that are suitable for oneself and prepare job-hunting skills to meet one's needs. The recruitment companies are trying to find the appropriate people for the characteristics of the industry to which a company belongs, the cultural characteristics of the organization, and the characteristics of jobs to be hired. The Youth Employment Competency Program is a workshop course in which job search skills are prepared and competency development plans are developed by understanding and reflecting on the job competency required in the field to support them.

Table 11 *MAIN CONTENTS OF THE YOUTH EMPLOYMENT COMPETENCY PROGRAM*

Day 1	
1. Recruitment trends of youth - Production of virtual employee ID and bingo game - Changes in the company's youth recruitment trends and methods (enhancement of capacity recruitment and NCS-based ability-centered recruitment) - Case analysis of company's required competency for recruitment	2. Understanding capacity recruitment and NCS-based ability-centered recruitment - Exploring required competencies through analysis for case study of employment success - Understanding NCS and competency, common competency, and job competency - Diagnosis of common competency and grasp of capacity retention
Day 2	
3. Company and task, and competency - Understanding the company's tasks flow and task, and required capability - Exploring and sharing employment information, company information, and task information - Exploring possessed competency and ground activity by hope job type	4. Understanding job applications in the age of ability-based recruitment - Understanding features and writing principles of NCS capability-centered and competency-based applications - Understanding writing processes and know-how of NCS capability-centered and competency-based applications
Day 3	
5. Practice of Document writing in the age of capability-centered recruitment - Sharing and reviewing NCS capability-centered and competency-based applications - Clinic of NCS capability-centered and competency-based applications	6. Understanding the interview screening of the era of talent-centered recruitment - Understanding concept and type of NCS capability-centered competency interview - Grasping questions and answers of NCS capability-centered competency interview - Deriving expected questions and practicing answers of NCS capability-centered and competency interview
Day 4	
7. Interview practice in the age of competency-centered recruitment - Conducting a mock interview - Sharing feedback of mock interview	8. Establishing competency development plan - Looking back at me - Establishing and sharing competency development plans

The main target of the Youth Employment Competency Program is those under the age of 34 who are preparing for employment. It is recommended that new high school graduates (scheduled) enter the Hi program first, while new

<sup>1</sup>NCS: Different professions do different things and different capabilities. The requirements for ability (knowledge, skills, attitudes, etc.) required to perform different tasks are separately compiled and detailed information can be found in the National Occupational Ability Standards ([www.ncs.go.kr](http://www.ncs.go.kr)).

college graduates (scheduled) enter the CAP+ program first. As the Youth Employment Competency Program operates in the form of intensive workshops, it makes more appropriate for young people who have an in-depth understanding of capacity recruitment and NCS-based ability-centered recruitment schemes and make practical preparations to enhance their capabilities of job search. The number of program participants is about 15 people in each group, and operation period is total 24 hours (4 days).

The composition of the Youth Employment Competency Program is shown in Table 11.

**Hi (High School Employment Support) Program:** The Hi (High School Employment Support) program is a program intended for high school graduates and high school students with job prospects. This program is designed to support for high school graduates and high school students with job prospects to smoothly enter their first jobs and adapt successfully. The name Hi program means the English first letter of the word ‘highschool’ because of target for high school graduates (scheduled). On the other hand, it means the English word of ‘Hi’, which means to take the first step in the world and to enter the society newly since it has been located as a student or child so far.

The Hi program is a program for high school graduates developed to be operated at the Job Centers, the Characterization High Schools, and the Humanity High Schools nationwide. The number of program participants is about 10 to 30 people, and operation period is the total 12 hours (every 2 to 6 days according to the situation of the Job Center).

The composition of the Hi(High School Employment Support) program is shown in Table 12.

Table 12 MAIN CONTENTS OF HI (HIGH SCHOOL EMPLOYMENT SUPPORT) PROGRAM

Targeting the students of characterization high school		
Hi, Future design! 01. Smart investment for me 02. Ask the way to my 35-year-old	Hi, Understanding the workplace! 03. Knowing workplace and recruitment information 04. Yes, yes, self-portrait!	Hi, Employment documents! 05. Documents, Job-Go! 06. Confident with 1 minute speech, UP
Hi, Employment interview! 07. Interview, Job-Go! 08. Interview answers of each person each color	Hi, Common sense of employment! 09. Quiz, common sense of employment! 10. Quiz, common sense of office workers!	Hi, Work life! 11. Getting through difficulty at work 12. My secret to strong adaptation
Targeting non-advanced students of humanity high school		
Hi, Future design! 01. Introducing me 02. Story of seniors	Hi, Understanding the workplace! 03. Ask the way to my 30-year-old 04. Knowing workplace and recruitment information	Hi, Employment documents! 05. Yes, yes, self-portrait! 06. Documents, Job-Go!
Hi, Employment interview! 07. Interview image-making 08. Interview, Job-Go!	Hi, Common sense of employment! 09. Interview answers of each person each color 10. Quiz, common sense of employment!	Hi, Work life! 11. Quiz, common sense of office workers! 12. My secret to strong adaptation

**Youth Support Program (Other than Preparatory Education):** The Youth Support Program (other than preparatory education) refers to various programs that provide career exploration and self-development, job analysis, and employment strategies etc. to encourage job seekers to increase their job search and to improve job search capabilities. This program (other than preparatory education) is composed of various rounds and times for each program, and is mainly composed of short-term special lectures focused on 1 or 2 hours. The goal of program is to help young people reach a fast job by constructing lectures with a core focus on the actual needs of job search.

The main contents of the program are: (career search and self-development) self-directed employment roadmap, (job analysis) analysis of desired jobs, job information that must know, (self-introduction, curriculum vitae) how to write differentiated self-introduction, how to write by duty, (interview preparation), passing strategies by type, consulting for

interview image, (corporate analysis) finding excellent small and medium-sized companies, analyzing companies to prepare for employment, analyzing employment trends, etc.

## **CONCLUSION AND IMPLICATIONS**

In the process of implementing all forms of employment, incomes are of common importance. That is, income stability in the employment state, income ability in the transition between education and employment, income in the transition between employment and unemployment, income replacement in the retirement process from the labor market, and income support in the transition from employment to housework. Each is important (Schmid, 2002).

Considering the risk of income loss in the process of changing European labor market policies or implementing various types of employment conditions, it must continue to develop and minimize the risk of unemployment as employment conditions such as low growth and low employment absorption are increasingly difficult in Korea. To this end, a change in social awareness that naturally accommodates various types of labor market transition processes must be made. Until now, the focus of the policy was on the transition from school to the vocational world or the transition from unemployment to employment, but in the future, it will be necessary to establish a new employment policy that includes various transitions from a lifetime perspective and to improve the employment service system accordingly. Moreover, in Korea, the Baby Boomers began to retire or retire on a large scale starting in 2010, and various conditions are disadvantaged than in the United States or Japan, so it is necessary to prepare measures for gradual retirement as soon as possible.

In the future, the employment policy is more important than the integrated policy (MTP) that focuses on employment (MWP), which ensures that the implementation process works well from a career cycle perspective. In addition, it is more important for the employment service to facilitate the labor market implementation, which makes it easier to implement employment-related transitions by creating a “bridge to employment” for both workers and companies rather than employment for the unemployed. In order to facilitate all types of implementation, it is necessary to develop a linkage system of labor market information and services suitable for each career cycle, and should be viewed the related policies such as social protection system, retirement pension, maternity holiday, childcare facility, and earned income tax are integrated.

In order to facilitate the transition between employment, non-standard jobs should serve as a stepping stone to regular jobs, and in order to facilitate the transition between school and employment, reinforce the employment support function of universities, provide information on the job market, and support various activities (industrial blanks Job analysis, career goal reinforcing, job strategy modification, decision support, etc.) should be actively carried out. In order to facilitate the transition between unemployment and employment, the functions of public and private employment services must be improved, and to facilitate the transition between employment and family activities, the development of employment services and the expansion of public childcare facilities to prevent career breaks among women are made. At the same time, it is necessary to expand working sharing rather than long-time work, mainly male. In addition, in order to facilitate the transition between employment and retirement, it is necessary to extend the employment period of the elderly and various support programs.

In the national employment strategy, it is necessary to present a job vision for each occupation so that there is no disconnection in occupational life, study the type of implementation, and develop a program suitable for each stage of implementation. In addition, efforts are needed to raise public awareness of the TLM perspective, horizontal cooperation between relevant ministries, and cooperation between the public and private sectors. Furthermore, in order to create a support system for employment service by life stage, programs for each TLM type should be systematized, and programs for various policy targets should be developed in a variety of ways, taking into account characteristics of each life stage and career information of individuals.

In addition, efficient distribution of industrial manpower is also an important factor for the smooth supply and demand of industrial manpower. The lack of an employment service system in charge of manpower's supply and demand adjustment function is also an important cause of the shortage of manpower due to the inability to properly connect jobs and jobs, or insufficient utilization of idle manpower. Therefore, a comprehensive employment service policy that strengthens job definition, aptitude test, and career guidance functions should be implemented in parallel with the manpower training policy.

Furthermore, in order to solve the youth job problem fundamentally, it is necessary to continuously respond to structural problems in the fields of industry, education and labor market. We must actively support corporate job

creation efforts through regulatory reforms on investments with increased employment and accelerated innovation growth, and promote education and training system innovation and labor market structure improvement to advance human capital. In addition, because the lack of information on recruitment-related contents in the job preparation process for young people can lead to a sense of deprivation for young people, the use of the information network on the Internet or social network services is expanded, and various careers and In addition to providing employment support programs, it is necessary to increase their accessibility and solve qualitative problems promptly.

In the 4th Industrial Revolution era, people in the economic and humanities and social fields will fall into the vulnerable class in the labor market transition process. To this end, it is necessary to contribute to organizational management through various educational techniques, organizational development, and career development so as to develop and utilize their own abilities, and foster and develop the organization's human resources and strengthen their capabilities. In addition, for lifelong education and training in which individuals can develop their abilities throughout their lives, related curriculum should be developed based on job type, job grade, and practical content. By doing so, it is desirable to foster convergence and complex R&D talent leading the 4th Industrial Revolution era, and to enhance the expertise and competitiveness of existing R&D personnel.

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