Handbook

YOUnique Talent Management 4.0

Mentoring Generation Z
for successful job applications
in a world of work 4.0

YOU NIQUE 4 EU

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YOUnique4Europe - Mapping and presenting your unique personal and social competences for better employability in a digital world
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Content

Introduction

The rapid shift towards a climate neutral Europe and digital transformation is changing the way we work, learn, take part in society and lead our everyday lives. Europe can only grasp these opportunities if its people develop the right skills.

The Covid-19 pandemic has also had a profound impact on millions of people in the EU who have lost their job or experienced significant income loss. Many will need to acquire new skills and move to new professions in a different economic sector . More will need to upskill to keep their job in a new work environment. For young people, entry in the labour market could be very challenging.

> "The best investment in our future is the investment in our people. Skills and education drive Europe's competitiveness and innovation. But Europe is not yet fully ready. I will ensure that we use all the tools and funds at our disposal to redress this balance." EU President Von der Leyen

Highest priority is given to further strengthening "future" soft skills and key competences in VET in order to foster long-term employability.

Technology is a facilitator – it does not replace us and the connections we make person-to-person.

Hence it has become crucial to develop exclusively "human" key competences. To match the employer's expectations and needs, it is important for students to know particularly what employers expect of applicants, how they recruit staff (digitally) and why soft skills are highly appreciated. Teachers in vocational education and training in schools as mentors can be a crucial support for young learners during their application process.

A very central development on the labour market is that job seekers are increasingly **entering their most important knowledge and skills into the search masks** in order to find suitable jobs. This is shown by an analysis of the job searches 2019 on www.StepStone.de. The search for specific and 'rigid' job titles, on the other hand, is losing importance. This is logical in view of the increasing specialization of skilled workers and the complexity of their tasks, which the digital working world entails.

With this handbook, we support VET staff and VET teachers in mentoring Generation Z to determine and **map the soft skills** of young people, as relevant to the labour market 4.0 **and to present them** by using digital applications.

The discussion about which skills could be crucial in the future is in full swing. As it seems, it's not just digital skills that matter in a highly engineered and automated future. Rather, the stepstone assessments from practice suggest that communicative and organizational soft skills could be particularly important.

I Mapping Future Soft Skills

Mapping

In this chapter we dedicate ourselves to the question of which soft skills are expected by employees in our modern working world. At the same time, however, the expectations and skills of employees, especially Generation Z, have also changed. How to get the "perfect match" between the two, you will learn in this chapter.

1.1 Changing labour markets - skills challenges for Generation Z

Changing labour markets require continuous adjustment of skills and effective lifelong learning strategies. Digitalisation, globalisation and ecological transformation imply structural changes resulting in job creation, job losses and changing job profiles.

Employment forecasts from the OECD employment outlook predict that the occupational employment structure of the economy is changing in favour of skilled non-manual occupations. The analysis also highlights a shift towards more autonomy, less routine, more information and communication technology (ICT), fewer physical tasks, and more social and intellectual tasks over the forecast period until 2030.

During the transition to a Digital and Green Industry, the change in production structure will surely have consequences. With regard to the working and professional world, according to the assumptions, work will become more challenging and have more informal qualification requirements such as the ability to act independently, self-organisation, abstract thinking-skills. Soft skills — such as Self-awareness, Adaptability, Initiative, Creativity, Holistic thinking, Collaboration, Communication — have become crucial success factors.

> **Always remember that you are absolutely unique.**
> **Just like everyone else.**
> (Margaret Mead, US ethnologist, 1901-1978)

Generation Z (Gen Zers) is now entering the labour market and SMEs need to adapt and be prepared in order to attract and retain the best talent coming from its members. Born and raised in the digital era, Gen Zers present unique characteristics and skills that should be addressed by companies. For hiring Gen Z, companies need to know about who they are and what they want from a job — plus what they can bring to their company. On the other hand, young people need to recognize where their strengths, skills and competences lie and how they can synchronize them with the needs of the labour market.

A challenge for the teaching staff is to mentor or guide Generation Z in this process of "perfect match" between the skills requirements of the entrepreneurs and the skills, competencies and "expectations" of the young people!

1.2 European Skills Agenda

The European Skills Agenda is a five-year plan to help individuals and businesses to develop more and better skills and to put them to use, by:

- strengthening sustainable competitiveness, as set out in the European Green Deal
- ensuring social fairness, putting into practice the first principle of the European Pillar of Social Rights: access to education, training and lifelong learning for everybody, everywhere in the EU
- building resilience to react to crises, based on the lessons learnt during the COVID-19 pandemic

The European Skills Agenda sets objectives to be achieved by 2025, based on well-established quantitative indicators. A massive investment in skills is needed. In addition to money from enterprises and governments, the EU is prioritising investing in people and their skills. The Recovery Plan for Europe proposed by the Commission in May 2020 will also focus on skills related activities.

https://ec.europa.eu/social/main.jsp?catId=1223

What's in it for the people?

- people can see which jobs are in demand and identify what skills they need to develop to get them

- people can improve digital skills, making better equipped for life and work

- people can take training courses when it suits to them

- people can get recognition for the training I've taken and make better use of my new skills

- I can get funding to develop skills to help me change careers

Today **people need to be equipped with a variety of skills** ranging from basic skills, such as literacy, numeracy and digital readiness, to vocational or technical skills as well as entrepreneurial skills and transversal skills, such as foreign languages or personal development and learning to learn.

The skills for professional success in the 21st century are not the same as in the past. While the 20th century's professionals used so-called "routine" skills, the last 20 years have seen a demand for interaction and analytical skills.

It is now essential to know how to question the reliability of information, to be creative, work in a team and communicate clearly. Faced with the speed and variability of information, we must adapt, take initiatives and produce under pressure and uncertainty.
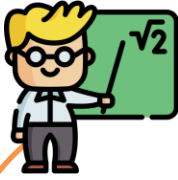
The European Skills Agenda has a dozen actions:

1. **Pact for Skills**
   Mobilising all partners for more and better opportunities for people to train, and to unlock public and private investments across industrial and skills ecosystems.

2. **Strengthening skills intelligence**
   To skill for a job, we need online 'real-time' information on skills demand, including at regional and sectoral level, using big data analysis of job vacancies and making it widely available.

3. **EU support for strategic national upskilling action**
   We will work with Member States on modern and comprehensive national skills strategies and join forces with national public employment agencies to realise them. This can be coupled with a more strategic approach to legal migration, oriented towards better attracting and keeping talent.

4. **Future-proof vocational education and training (VET)**
   Taking a fresh approach to make vocational education and training more modern, attractive for all learners, flexible and fit for the digital age and green transition. Find out more about the VET recommendation (is this last sentence needed or was it originally a hyperlink?)

5. **Rolling out the European Universities initiative and upskilling scientists**
   Building long-term transnational alliances between higher education institutions throughout Europe and developing a core set of skills for researchers.

6. **Skills to support the green and digital transitions**
   Developing a set of core green skills, statistical monitoring of the greening of our workplaces, boosting digital skills through a Digital Education Action Plan and ICT jump-start training courses.

7. **Increasing STEM graduates, fostering entrepreneurial and transversal skills**
   We encourage young people, especially women, into Science, Technology, Engineering and Maths. We also want to strengthen support for entrepreneurs and the acquisition of transversal skills like cooperation and critical thinking.

8. **Skills for life**
   Beyond the labour market, we will support adult learning for everyone — young people and adults — on issues such as media literacy, civic competences, and financial, environmental and health literacy.

9. **Initiative on individual learning accounts**
   We will explore if and how portable and quality-checked training entitlements could help stimulate lifelong learning for all.

10. **A European approach to micro-credentials**
    Training courses are becoming shorter and more targeted and are often online. We will create European standards that should help recognise the results of such training.

11. **New Europass platform**
    We have completely revamped the Europass platform. As of today, it offers online tools and guidance on CV-writing, suggests tailored jobs and learning opportunities, provides information for job seekers, and is available in 29 languages. www.europa.eu/europass

12. **Improving the enabling framework to unlock investment**
    A key element of the Skills Agenda is the much-boosted EU budget to catalyse Member States and private actors to invest in skills. We will work on improving transparency around skills investment and explore novel financing mechanisms.

1.3   The term soft skills

Soft skills are old and new. For most workers today, the term is a familiar one. From a historical perspective, however, the consideration of skills as hard or soft is relatively young.

The term soft skills was created by the U.S. Army in the late 1960's. It refers to any skill that does not employ the use of machinery. The military realized that many important activities were included within this category, and in fact, the social skills necessary to lead groups, motivate soldiers, and win wars were encompassed by skills they had not yet catalogued or fully studied. In 1972, a US Army training manual began the formal usage of the term "soft skills".

Now, in the 21st century, soft skills are a major differentiator, important for employability and success in life. The Nobel prize winner James Heckman claims that

> "**soft skills predict success in life, that they casually produce that success, and that programs that enhance soft skills have an important place in an effective portfolio of public policies**".

Soft Skills are widely recognised as strategic for the:

Engagement of people in learning	Adaption and transition to the labour market	Professional success and career development	Reduction of the mismatch between VET and business

Soft skills, which are commonly defined as non-technical skills that enable someone to interact effectively and harmoniously with others, are vital to organizations and can impact culture, mindsets, leadership, attitudes and behaviours.

The high request, and the broadly diffused confusion about the meaning and the training of soft skills represent two elements that can explain the lack of **soft skills in the job market**. Employers struggle to find the right talents to be able to keep up with the evolving job market. The problem is not limited to young people who are looking for a job, but is also true for actual employees

> "77% of employers say that soft skills are just as important as hard skills"
>
> SalesForce
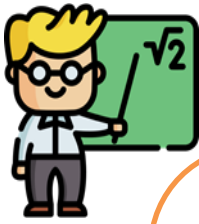
Everyone has soft skills, the strengths of which vary depending on the individual. Knowing learners' strongest key skills and which soft skill fits best with certain jobs and company cultures is very important and can give a leg up in any job interview and make learners resume stand out to employers.

Make sure that learners do a little digging into any company they wish to join to find out what key skills they value the most so that applicants can showcase these. If the learner is unsure of what their strongest soft skills are, it is a great idea to consult friends, family, colleagues or even their network and ask them what they think about their strongest attributes.

Detailed information : https://www.younique4.eu/younique-mapping/

1.4   What are Future Soft Skills

To ensure we thrive as individuals, businesses and on an economic and a societal level, we all need to develop new "future" skills. These skills are not just to help us cope in this environment of ongoing change. They are skills to excel; to collaborate and empathise with others and to create our own futures. These are the skills that enable individuals to perform highly today; in a changed world of work.

These skills and capabilities themselves are not new. In fact, they are ancient human capabilities that have enabled people to succeed throughout history. They have been called many things and classified in a range of different ways across the globe.

The difference now is the imperative for us to increase the value that society places on these skills, so that they are held by more people and in greater depth. Defining them more clearly supports this by increasing our awareness of how these skills are demonstrated, by helping us appreciate that they can be learned and by pointing to how we can go about doing this. (source © Skills Development Scotland)

Softies

Social, emotional, and technological skills are becoming more crucial as intelligent machines take over more physical, repetitive, and basic cognitive tasks.

% change in total hours worked in 2030 vs 2016, estimate for Europe and United States

Skill	% change
Physical and manual skills	−14
Basic cognitive skills	−15
Higher cognitive skills	8
Social and emotional skills	24
Technological skills	55

Dive deeper

Discussion paper – McKinsey Global Institute

source: McKinsey Global Institute

Soft skills strengthen other skills and abilities, and teams with these skills will be equipped to adapt more quickly and easily as the future of work continues to evolve. Soft Skills are essential to the future of work. For this reason, it is important that we discover, develop and finally successfully present the unique soft skills of young people to potential employers at an early stage.

On the one hand, the need for "future soft skills" is derived from the needs of the green business and work 4.0, on the other hand, the new Generation Z also brings new skills, competencies, and expectations with them when they enter the labor market.
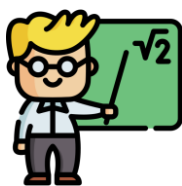
Discuss with your learner the term: "future soft skills. What are "future skills" demands of companies and the "purpose of work" of your students? What are the challenges in this matching process?

Human capital is a major driver of inclusive growth. As a consequence of ongoing trends such as progressive globalisation, demographic change, technological change and digitalisation, jobs are becoming increasingly skills-intensive. Innovation, which heavily relies on advanced knowledge, is a key contributing factor to productivity growth, the main source of growth for EU Member States today.

These developments underline the increasing importance of human capital, and the need to foster a good match between the demand for and the supply of skills. Some have argued that there are increasing mismatches between the skills or qualifications the work force has on the one hand and the skills or qualifications required by the economy, as the demand for skills is changing rapidly as a result of the ongoing processes of structural change listed above. https://ec.europa.eu/info/sites/default/files/economy-finance/dp100_en.pdf
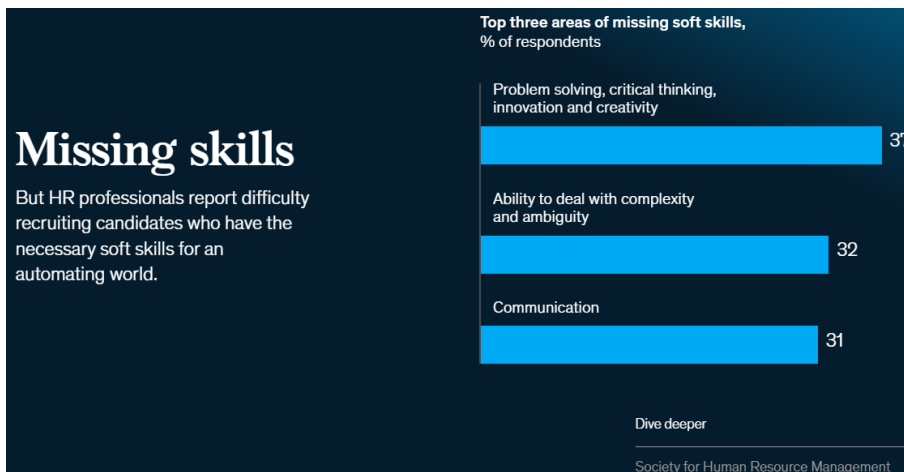
source: McKinsey Global Institute

The European economy loses over 2% of productivity per year due to a mismatch of skills, according to a recent study commissioned by the European Economic and Social Committee. This means a loss of 80 eurocents for each hour of work. The situation will get even worse in the future due to demographic trends and ongoing technological developments, if no reforms are undertaken. https://www.eesc.europa.eu/

The demand for future skills has been classified very good in the skills model from Scotland:

Self management: Manage the now	Social intelligence: Connect with the world	Innovation: Create our own change
• Focussing • Integrity • Adapting • Initiative	• Communicating • Feeling • Collaborating • Leading	• Curiosity • Creativity • Sense making • Critical thinking

(Source: Skills 4.0 – A skills model to drive Scotland's future Skills)

Efficient and more popular vocational education and training (VET) practices and greater emphasis on lifelong learning and effective labour intermediation are key to bridging the existing skills gap as they foster labour market mobility and labour migration. It is also important to improve skills evaluation in order to help identify in advance the skills to be needed on future labour markets.

1.5   YOUNIQUE4EU Soft Skills Framework

In literature you will find many approaches to how soft skills can be defined and into which subcategories you can classify them. Our project partnership faced the same problem as many other socio-scientific people: which classification fits us? And above all: what classification is suitable for working with Generation Z? The soft skills include all the qualities, skills and qualifications that enable both professional and personal success in addition to hard skills.

The YOUNIQUE4EU Soft Skills Framework based on practical experiences with innovative companies, inspired by the "skills for the future" framework from Skills Development Scotland 2019; linked to our SOFT SKILLS FRAMEWORK from our previous ERASMUS+ project "VETGPS-Guiding tools for professional skills" and the DigComp2.0 framework.

Personal competences >>manage me & the world<<		Social competences >>connect (with) the world<<
Self-management	Innovation management	Social management
Self-awareness - Self-reflection - Ethics - Self-control	**Curiosity** - Observation - Questioning - Information sourcing - Problem recognition	**Communication** - Receiving, giving, ordering information - Listening - Storytelling - Reasoning - Inspiring others - Motivating others
Adaptability - Open-mindedness - Critical reflection - Self-learning - Resilience/emotional regulation - Flexibility - Agility	**Creativity** - Imagination - Idea generation - Visualizing - Originality - Innovative capability	**Collaboration** - Relationship building - Team work - Social conscience - Empathy - Conflict management
Initiative - Courage - Independent thinking - Risk taking - Self-belief - Self-motivation and optimism - Taking responsibility - Problem solving	**Sense making** - Pattern recognition - Opportunity recognition - Analysis	
	Holistic thinking - Critical thinking - Strategic thinking - Logical thinking - Deconstruction - Judgement - Transdisciplinary	
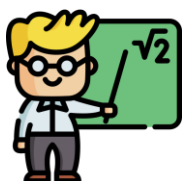
Please check our website:
https://www.younique4.eu/younique-mapping/
and learn all about future soft skills

1.6   How to measure the effectiveness of Soft Skills

Whenever it comes time to apply to a new job or go to an internship abroad, you find yourself taking stock of your skill sets. It's easy to list out your technical "hard" skills and certifications, but it's much more complicated to create a detailed resume highlighting your soft skills.

> "Soft skills are like dessert – **quality** is more important than quantity!" writes Majumdar. **Quality** has two requirements:
>
> 1. first that you actually possess the soft skills,
> 2. second, that they match up to the soft skills the employer is looking for.

It can be more challenging to quantify soft skills because these deal primarily with personality traits, abstract talents, and interpersonal skills. Some professionals believe that soft skills may be more important than hard skills. Recent research indicates that 85 percent of job success comes from soft skills, while only 15 percent of job success is dependent on hard skills. Many people consider hard skills to be easier to measure than soft skills.

Soft skills, are more difficult to learn and to review. The set of soft skills is often referred to as non-measurable skills by conventional tests or exams, as they include a wide range of skills related to the individual mind-set, such as: capacity building, learning to learn, persistence, resilience, creativity, self-discipline, self-reflectiveness, acting autonomously.

Most popular assessment methods:

- Resume reviews
- Job interviews
- Skills assessment tests
- Reference checks
- Job simulations

Due to their nature, soft skills can be life or work-oriented, but some of them are both, being difficult to define the boards. That is the main reason why individuals possessing a higher range and levels of soft skills will be better prepared to obtain educational and professional qualifications and be better prepared for the world of work, but also of meaningful, sustainable and more responsible lives in a constant and changing world.

> **As automation might replace humans in many jobs,**
> **the skills in demand will be those that technology cannot replace!**

One great example of free European tools is ESCO, the European classification of skills, competences and occupations, available in different languages. It is an online dictionary that covers skills and competence terms plus example phrases. It can help students to make soft skills transparent in a "formal" language.

If you are not sure how to describe the expected soft skills, ESCO provides a list of phrases for "attitudes" related to handling change, uncertainty or frustration as well as "skills", also covering communication, collaboration and creativity. Students can assess themselves. Afterwards, you can discuss each other's evaluation and find suitable occasions to train soft skills. For example, through targeted coaching or in seminars and courses on self-management, time management, presentation techniques or rhetoric.

Map your Soft Skills! Here! Mapping

There are many types of so-called talent assessment, pre-employment or pre-hire assessment tests.

Here are a few examples of the most commonly used talent assessment tests:

- Psychometric tests
- Personality tests
- General mental ability assessments
- Integrity assessments
- Job knowledge tests
- Situational judgment tests
- Skill assessment tests.

Skill assessment tests are the tests created to measure and evaluate candidates' and employees' skills needed for successful job performance. Skills assessments aren't focused on measuring knowledge (like job knowledge tests do) or personality traits (like most of psychometric and personality tests). Skill assessment tests measure actual skills, most commonly referred to as soft skills and technical skills.

Identifying individual soft skills is not necessarily something students can do alone, either. They can ask friends, colleagues, and even former teachers or employers which soft skills come to mind when they think about the person. They can also ask them to bring up specific examples of when they used that soft skill well.

Self-assessment is a great way to gain better insights into your personal qualities and work-related soft skills. It reveals what students interests, strengths, and weaknesses are.

On the project website https://www.younique4.eu/younique-mapping/mapping-worksheet/ you find a **Worksheet to map my soft skills** and a very good step-by-step overview
 "How to map learners soft skills". With this worksheet students will get to know themselves!
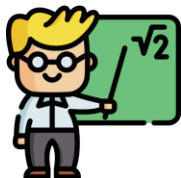
 Worksheet to map my soft skills.
There are five areas for the learners to approach the topic of soft skills step by step on our website: https://www.younique4.eu/younique-mapping/

1.7   Tips - How to improve learners' soft skills

Soft skills can be progressively developed or "mastered" over a lifetime, since they are personal qualities related to life experiences to date, meaning that new experiences and interactions will constantly impact its acquisition, development and consolidation.

This is an idea that is widely accepted today, however, for a long-time society assumed that soft skills couldn't be learned. This also means that investing in the acquisition and development of soft skills throughout a lifespan, can be strategic to the adaptation to the different contexts of life, particularly relevant for you.

> *Recognising and proving possession of soft skills*
> *can be crucial to getting a job.*

An excellent opportunity to develop individual soft skills is a work placement / internship abroad. The ERASMUS+ programme offers an optimal framework here. Since 2008 IHK-Projektgesellschaft has been organizing work placements abroad in initial in-company training for 200 participants per year. In addition to the development of intercultural and foreign language skills, both the sending companies and the young people emphasize the strong development of personal skills such as independence, openness, self-confidence.

Employers' rating of competences of young graduates with international experience and self-rating of competences by graduates (per cent, selected aspects).

	Employers Rating of competences	ERASMUS Students Self- rating of competences
Field-specific theoretical knowledge	62	77
Field-specific knowledge of methods	64	64
Foreign language proficiency	88	78
Analytical competences	70	73
Problem-solving ability	70	75
Initiative	79	71
Assertiveness, decisiveness, persistence	75	70
Planning, co-ordinating and organising	67	71
Loyalty, integrity	66	78
Adaptability	81	83

Source: University of Kassel, VALERA Survey of Former Erasmus Students

Teaching soft skills is more important than ever before. For years, hiring managers have long been reporting a lack of soft skills in recent graduates. Demand for higher cognitive skills, such as creativity, critical thinking, decision making, and complex information processing, will grow until 2030.

Tips - How to improve/teach learners soft skills

Use group projects to foster teamwork
Teamwork skills include the mix of interactive, interpersonal, problem-solving and communication skills needed by a group of people working on a common task, towards a common goal.

- **Teaching in-person?** Assign in-class time to researching a topic and presenting it as a group. Require that each student spends an equal amount of time presenting a different portion of the information.
- **Teaching online?** Students can still be responsible for scheduling their Zoom meetings, during which they can work together to conduct research or create a group PowerPoint presentation.

Cultivate empathy at every opportunity
Empathy is the ability to identify with another person by sharing in their perspective and feelings. This soft skill is commonly valued in the helping professions, like counselling and social work, but can bring great value to teams in all professions by helping develop camaraderie and trust.

- **Teaching in-person?** Assign a reading and have students pair up to discuss their feelings. They can present their thoughts to the class to foster a larger group discussion, or summarize their discussion in a written report.
- **Teaching online?** Students could complete a video assignment, then pair up using video conferencing tools to discuss their feelings on the topic. They can present their thoughts to the class via a recorded video, a Zoom presentation or a written assignment submitted via an LMS system.

Set daily expectations
Every day, professionals around the world are expected to arrive on time, be prepared, dress for success, use proper spelling and punctuation, etc. You can set your students up to succeed in the workplace by expecting professionalism from them every day – even if you're not meeting in person.

- **Teaching in-person?** Make sure your students know to raise their hands without interrupting, maintain eye contact as they politely ask questions (of you and of their peers), turn in assignments on time and with proper spelling and punctuation, etc.
- **Teaching online?** Emphasize the importance of "virtual professionalism" and "netiquette" by maintaining the same expectations as above, reminding them not to show up on their webcams in pyjamas, listen actively (and reflect that action in their body language), etc.

Practice giving and receiving feedback
Set expectations. It's about helping, not judging

- Use a feedback rubric fine-tune the process and encourage specific suggestions
- Moderate feedback to ensure it remains fair and helpful. Start with a small, short assignment, like the introduction to an essay or an assessment worksheet

Use real-world examples / internships to make lessons relevant
The more relevant you can make your lessons, the more your students will engage with the content and connect what you're teaching them with their own futures.

- **Teaching in-person?** Have each student stand up and share a soft skill they use each day at their job or athletic activity, along with a time they feel that skill made a difference.
- **Teaching online?** Conduct the same exercise via Zoom, or have each student create a PowerPoint slide illustrating their example.

Create an atmosphere of familiarity
Successful teamwork fosters successful communication, problem-solving, creativity and even dependability. If your students don't know each other, they will be less comfortable collaborating and learning from each other.

II Mentoring Generation Z to fill the Soft Skills Gap

2.1   Mentoring at a glance

Once upon a time… The concept of mentorship is one of the oldest forms of education in the world and has been around for thousands of years. The mentor is a recurring character in myths and legends regardless of culture and time.

> **Who is the mentor?** A mentor fundamentally is someone who has more experience than the mentee in a specific area where the mentee wants to be and needs to improve, who is focused upon advancing the development of the mentee.
>
> **The mentor, what for?** The mentor helps the mentee grow and evolve and to expand the mentee's viewpoint of what is possible and perhaps show the mentee a path s(he) didn't see before (Ritlop, 2020).

Due to the definition the mentor is someone who, through their experience and wisdom, provides the hero of the story with the advice and training they need to tackle what lies ahead (Chan, 2016). The mentor is an archetype!

You can easily dismiss mentoring as a 'nice to have' but mentoring programs support increased learner's performance, retention, and job outcomes. Hence, schools adopting mentoring programs score higher overall performance (Holmes, 2016).

> "I am grateful to have a mentor in my life. Their wise counsel, coaching, and advocacy is helping me increase my business acumen, develop skills, seize opportunities, and make career moves towards not just successful but a fulfilling life. Their endless love and priceless mentorship is making me a better person each day and a servant-leader enriching the lives of individuals, and ultimately creating a more just and caring world".
> *Credits by Paulo Napolitano*
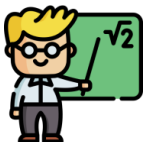
Essentially, mentoring ensures that youth, especially if vulnerable, has at least one supportive person in their life that can encourage growth and development and serve as a connection to needed resources.

"**A Mentor is someone who sees more talent and ability within the mentee than the mentee sees in itself and helps bring the mentee´s potential out"** Bob Proctor (2016)

2.2 Gen Z: this "unknown friend". Understanding its needs and digital savvy

In order to better work with their youth mentees, mentors need to understand the needs and digital savvy of "Generation Z". **Who are "Generation Z" members?** Generation Z members are the young people who were born between about 1996 and the early 2010s**.** They are also called Zoomers (versus Boomers), or Gen Zers, and are about to become the biggest workforce and consumers share.

VET staff also face another specific challenge as they work with learners from Generation Z. These young people were born and raised in the digital era, with full access to digital media, social networks and mobile devices (Singh & Dangmei, 2016) and have a preference for the use of the new technologies. As they are digital natives, Generation Z learners can quickly source the information they need and share it with others through digital networks (Csobanka, 2016).

The kids are alright?

One positive trait for Gen Z is that they have been found to be more risk averse and financially conscious than other generations and were so even prior to COVID-19. Many of them were children during the 2008 Recession and became very cautious as a result.

They are also the first digital generation— the first to grow up without any memory of a time before the internet. Additionally, they have been called the first global generation. This could mean that they pioneer location-independent careers, create innovative revenue streams, and find new ways to define work.

> Gen Z are on their way, so it's time to get ready for them.
> By 2025, Gen Z will make up about 27% of the workforce.

- **Self-aware**, they focus on self-care, health, and vitality. Drink and smoke less; wear seatbelts more often; are in few fights. Cautious, risk-averse
- Digital natives, digitally wise, social media addicted, mobile-only, **"on-demand"**
- They're the ultimate do-it-**yourselfers**. At the latest in Kindergarten, they have already learned that all the essential information is in their pocket: with their smartphone, the information is just a swipe away.
- **Short attention span**. Employs 5 screens: smartphone, TV, laptop, desktop, and tablet. They have a fast filter to decide how to optimize time as they grew up in a world bombarded by information, knowledge, entertainment, and communication. Few seconds to decide if content is of interest
- They value succinctness as they are **rapid information gatherers** and want to get to the point as quickly as possible. They don't want to get lost trying to hunt down information (Guenther, 2018). They look for convenient and intuitive solutions.
- **Grown-up with personal brands**. Through social media, they meticulously curate their brand to reflect how they want to be perceived, taking care of the content they share and the image they present. They see their identity as curated composition and understand the importance of "code-switching". Their brands are reserved for recreational social media platforms, while their professional persona will be managed separately.
- Concerned with **security, control, and privacy** and how to not lose it: They are wise when it comes to social media and mindful of their digital footprint (IOT records, 2018).
- **Culturally wise**: it is the most diverse and multicultural of all generations (blended families), it doesn't show as much patriotism, it becomes more and more inclusive. They seek and embrace diversity.
- **Change oriented**. Bringing a sense of social responsibility with them. They value authenticity, fairness, honesty and responsibility (in brands) and they are vigilant against ads and being "sold" and expect to be part of something bigger.
- **Activism, social engagement**. Ready to start shaping the world in their image
- **Concerned about humanity's impact** on the planet (climate change, pollution) and sustainability. More than half are willing to pay higher prices for sustainable products. At ease with public transportation, conventional vehicles are less socially acceptable than environmentally friendlier vehicles. The majority wants their jobs/role to make an impact for the better in the world
- They are **driven, ambitious and open-minded** and believe that there's plenty of room for everyone to thrive together (Lundin, 2018). They like to be challenged! They focus on personal success
- They **expect to have to work hard** (harder than previous generations) due to their realism and pragmatism (vs optimism and idealism of Millennials). As they are aware of the many problems arising now in our society as they walk with their eyes wide open: this is not the golden age of capitalism; a booming economy isn't waiting to support them with open arms and easy paydays, and they know it (Lundin, 2018)
- **They are independent** (Morin, 2015). They don't necessarily seek traditional education and work; they are eager to go for alternatives. It is called the "Entrepreneurial generation" (vs dependent job). Generation Z is 55% more likely to want to start a business than millennials.

2.3   Tips for Mentoring Generation Z on its way to the Job Market 4.0

- Display how you are making the world a better, more inclusive, and welcoming place to all (e.g. placing a symbolic badge). Create an authentic brand/product with values they can get behind (e.g. sustainable strategies and packaging) (Guenther, 2018; Lundin, 2018).
- Getting past Generation Z's short attention span and the fast filter will mean providing them with engaging and immediately beneficial experiences (Lundin, 2018). Help them understand what the content is about, why they should care and how it will help or entertain them.
  Mind that one-way "messaging" alone will likely not work.
  Apply the art of content creation and be present on multiple platforms to make it through their fast filters and win their attention quickly (Lundin, 2018).
- To reach them you need to be just as savvy in curating targeted appropriate content and messaging for specific channels and be on different platforms. Getting the right message on the right platform at the right time will be key. Keeping those messages consistent is also important (Lundin, 2018).
- Figure out what these new employees will be looking for and how to get the most out of your teaching/working relationship with them. Tailor your messages to reach Gen Zers.
- Clearly explain that the time put into a certain activity can have a huge impact in gaining personal success in life, it will resonate with them.
- Give these young employees space and autonomy to shine as they are driven to work hard, so let them do that in their most productive way.
- To be able to connect with and manage Gen Z understand and respect their desire for privacy (IOT records, 2018; Lundin, 2018; Quillen, 2018).
- Sustainability is important; sustainable shopping, avoid the use of plastic where possible, buy products with less packaging, choose sustainable products to set examples to others. Provide them with convenient and intuitive solutions.
- Either you can create a welcoming environment for them or you become their competition. Be prepared to offer autonomy, flexibility, and fair financial compensation as part of your terms of employment if you want to have any hope of enticing these workers to your business (Lundin, 2018).
- Gen Z is pragmatic and careful with their money (Lundin, 2018). Make the value you offer very clear if you want to hire them or expect to make a sale.
- If you've been trained to not self-disclose much this could bump up against what you feel comfortable with, however, try to be more authentic about who you are and what you believe in. So, don't be afraid to show your flaws and imperfections and take full advantage of displaying beliefs and values that you're comfortable sharing. Be a real person (Guenther, 2018; Lundin, 2018).

- If you don't deliver what you promised, this cohort will walk away.
- Try to be engaging. While what you do is serious business, as it should be, it doesn't mean you can't insert some levity now and then. Laughter can be very powerful. Adding humour will allow you to stand out and connect with them. So, take a chance and be creative. Try to think outside the box when connecting with Gen Zers. Your attempt, even if it's not the funniest thing ever, could attract some younger clients who resonate with your energy. Be creative and fun.
- So, get to the point as quickly as you can. Be direct and concise as often as possible (Guenther, 2018).
- You better use images, video, video calls and meetings than texting. They appear to be more visual than textual in their research (Morin, 2015). Mind that they are used to goods and services "on-demand". They use Facebook as an "information hub" rather than an "engagement platform"; prefer YouTube influencers to Hollywood celebrities; love Snapchat and can't live without YouTube.
- Provide them with interesting challenges and opportunities to learn and evolve to keep them engaged in the workplace (Lundin, 2018).

Use for VET teachers in the mentoring process

In the concrete mapping process, learners should be able to identify their own set of soft skills. This is sometimes not such an easy task. You can guide and support the learners in this process with the help of targeted questions and tasks from the provided worksheet of the YOUnique Toolbox.

The worksheet includes 5 aspects:

- Questions to get to know yourself better in general
- Getting closer: Important areas in your life
- Your top 10 soft skills you think you possess
- This is how soft skills showed up in your life areas
- Finally: your personal goals

You can also use the feedback worksheet to give feedback to the learners about themselves. (Of course, other trusted people from the learner's circle can/should also fill in the feedback worksheet). The results of both worksheets form a helpful basis in the mentoring process for developing a comprehensive image of the learner's soft skills with concrete examples.

III Digital Application for a world of work 4.0

## 3.1 Recruiting challenges in a changing world of work 4.0

We are assisting a transformation of society, namely due to globalization, digital transformation and a shift towards a climate neutral world. This transformation has been bringing several changes to the labour market itself, not only by reshaping the current job careers and opportunities but also by altering the skills that candidates are required to present already by applying for a job.

The Covid-19 pandemic brought a big reshape of the Human Resources practices in general, and recruitment and selection in particular. Thus, the importance of implementing digital-recruitment tools has become even more evident after the pandemic crisis.

Recruiting today looks radically different than it did just a year ago. Accelerated by COVID-19 and the movement for racial justice, changes that were expected to take years are happening instead in months. Virtually recruiting remote workers is the new norm for many.
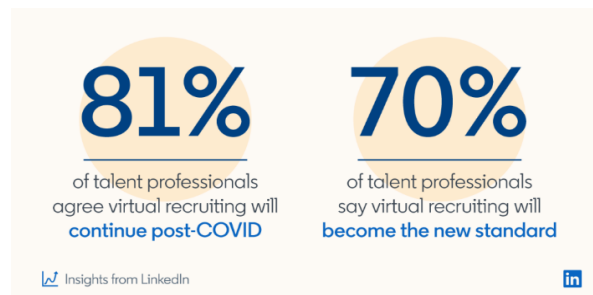
This societal transformation poses particular challenges to the young learners from Generation Z who are now about to enter the labour market. Young learners need to be prepared for this increasingly green, digital and globalized world, by mapping and presenting their unique set of skills during their job application processes.

> "Now that we've proven we can run our recruiting shop virtually, what does the new normal look like? We won't go back to an environment where everything is fully in-person again because we don't have to. It's likely going to be a hybrid of in-person and virtual."
> – *Shavonne Gordon, Vice President of Enterprise Diversity Recruiting at Capital One*

To provide young learners with the right skills is a priority for the European educational and governmental systems (European Union, 2006; OECD, 2016). Considering these challenges and top priorities, this handbook is particularly directed to trainers and teachers of young learners, helping them to guide their young learners to be better prepared and successfully apply to job opportunities.

3.2 Digital application in a nutshell

Digital recruiting can be defined as the use of modern technologies as a tool to attract and hire the most qualified talent for a job opening. A digital application form is a digital version of a form in which people fill in personal details to apply for/show interest in a job, internship subscription or work placement abroad. With the world slowly becoming digital there is an increasing need for applications to be easily accessible on a computer or mobile device, rather than using the outdated paper and pen.

Online job applications can involve lengthy application forms, aptitude tests or video interviews. They can also be a simple case of sending a CV and cover letter by email.

Why Do Employers Prefer Online Applications?

Going paperless makes sense environmentally and has numerous other benefits:

- Online applications are time-saving. Some job postings attract hundreds of applications, which would otherwise need to be sorted by hand.
- Online applications are an efficient way to identify the most suitable candidates for the role. When designed in a standard format and with set questions, online applications can be scanned quickly – making it much easier for employers to compare candidates and prepare a shortlist. This is particularly useful when recruiters are looking for candidates with very specific skills.
- This efficiency also means that online applications are cost-effective. Online applications reduce staff spend on recruitment administration, lowering costs in the long-term. Online tests and video interviews mean that travel expenses paid to candidates are greatly lowered. Also, the costs of storing and posting out large quantities of paper are all but eliminated.
- Online applications are flexible, which makes it easy for the employer to amend or close applications when the role has been filled, or easily adapt them to different roles.

A standard online job application will assess a candidate in a number of areas. You may be asked to fill out an application form, take personality or aptitude tests, or record a video interview. To complete an application online you will need internet access, a professional email address, and have all the key information about your employment and educational history at hand.

Many use automatic tracking systems (ATS) to store and filter online job applications. Employers use automatic tracking systems to search for specific keywords to help them shortlist candidates. As such, it is vital that you include words or phrases which are appropriate to the job you are applying for. Look at the original job description and see what keywords they focus on most. What key competencies, qualifications or essential skills do they mention? For example, if they say they need

someone with excellent communication skills, use the words 'communication skills' in your application.

10 of The Best Online Job Application Hints and Tips for learners

1. Do Your Homework
Candidates should make every effort to find out about the company – look at its mission statement and explore its ethos. You should also make sure you fully understand the role you have applied for. Is it suitable for you? Do you have the skills and qualifications required? Do all your preparation work before you begin your application.

2. Pay Attention
Treat your online application with the care it deserves. Make sure you know the deadline and leave plenty of time to do your research and complete the required steps. Don't skip over any questions and don't give 'stock' answers. Put some real thought into what type of employee the company is looking for, and how you can demonstrate that you are that person.

3. Check Your Internet Connection
Parts of your online application may require you to be connected to the internet, such as aptitude tests or video interviews. In this case, make sure your internet connection is reliable and of a suitable speed and that you are able to complete the task in one sitting. Where possible, try to draft most of your application while you are offline. This avoids potential problems like losing work, or pressing submit in error before you have completed the form.

4. Tell the Truth
Embellishing the truth carries a big risk. Inflating your qualifications and lying about your employment history could get you in trouble. Can you back up your qualifications with certificates? Do you have examples or referees to validate your claims? That said, don't trivialise the tasks and roles you've carried out in the past. Did you 'put together window displays', or did you 'liaise with the design team to devise and create promotional displays to boost revenue'? Tell the truth, but make it sound impressive.

5. Read the Instructions
Online applications tend to come with a set of guidelines; adhere to these. Is there a maximum word count? If there is, try to get somewhere close to it. Writing too little will make it appear like you haven't got much to say. Write too much and your application could come across as capricious (lots of fluff but not much substance). Your online job application should be crisp, concise and wholly relevant.

6. Use the STAR Technique
A great way to structure your answers is to use the **STAR technique**:
- Situation – Describe the situation. Where and how did you use your skills?
- Task – Tell the recruiter about the tasks completed.
- Action – Explain your actions, highlighting the competency you are demonstrating. This is the most important part.
- Result – Clarify the positive results and any benefits that arose from your actions.

7. Sell Your Achievements

Many candidates find it hard to talk about their successes. Don't be afraid: draw attention to your skills and attributes, and how they match the requirements of the role. Talk about promotions or accolades you have achieved in prior roles, and mention any positions of responsibility you have held. This is your chance to tell recruiters exactly how great you are.

8. Use Examples

When preparing for the online application process, make a list of the key skills or competencies required for the role. Think of at least two real examples of when you demonstrated each of those requirements. These don't have to be examples from the workplace; relevant examples can be from your time at university, travel, your hobbies or volunteer work.

9. Tailor Your Answers

You might be applying to a number of different companies at one time. If so, remember: they will want to know why you want to work for them specifically. Each organisation will require a unique set of skills and attributes that you must demonstrate. Recycling your answers might save you time, but it won't win you any points with a recruiter or present you in the best light.

10. Check, Check and Check Again

Check your answers carefully and make sure the facts on your online application line up with your CV. Look for spelling and punctuation errors, and keep your answers clear and succinct. You could always ask a friend or family member to cast a critical eye over your application, before you submit it.

Tips for successful online applications :

- Take your time;
- Pay attention;
- Understand the company and role;
- Include keywords;
- Provide relevant and concise answers and showcase your skills;
- Tailor your online job application so it appeals to the recruiter.

3.3 Europass 2.0 and Digital Credentials - assisting attractive online applications

Europass has been present on the European education and labour market for 16 years as a set of documents assisting a smooth presentation of qualifications and supporting effective career changes all over Europe. Now it belongs to the set of online tools to help users communicate their skills, qualifications and experiences and manage their career in a fastly

changing, post COVID-19 world.

Europass is an online platform that can help you make your skills and qualifications clearly understood by employers and educators in other EU countries.

A Europass profile is a record of your skills and qualifications. You can record your work, education, training, language skills and achievements. You can use the information in your Europass profile to create CVs for jobs or courses that you may be applying for.

With the launch of the Europass platform the European Commission is taking a first step in delivering on the ambition of the Skills Agenda of making lifelong learning a reality. The new Europass offers a range of online 'e-Portfolio' tools and information for people of all ages, at all stages of their lives, to manage their learning and career such as:

- a personal e-portfolio / profile to record all their skills, qualifications and experiences
- tailored suggestions of jobs and courses for Europass users based on their interests and skills
- updated tools for creating CVs and cover letters
- information on learning and working in Europe

Europass e-portfolios can be understood as a digital dynamic tool that enables individuals to document, display and manage their skills, qualifications and experience throughout the lifespan of their career.

Europass e-portfolios help individuals be reflective, support their personal development, allow them to showcase their skills, qualifications and experience, and enable (self-)assessment of their skills. Existing e-portfolios comply with one or more of these purposes, but none appears to combine all in only one tool.

As part of the new Europass, the Commission has also worked with 18 countries to pilot Europass Digital Credentials, which are authentic, tamper-proof digital credentials (e.g. qualifications, diplomas, certificates). Europass Digital Credentials can support paperless processes and easier recognition and understanding of qualifications across the EU.

European Digital Credentials for Learning can describe and certify:

- qualifications (e.g. professional certificates, university diplomas and other learning achievements),
- activities (e.g. participation in classes and non-formal learning events),
- assessments (e.g. transcripts of records), and
- entitlements (e.g. right to enrol in learning opportunities, or to undertake an occupation)

Benefits of European Digital Credentials for life-log-learning

European Digital Credentials for Learning have many benefits for citizens, employers, and organisations.
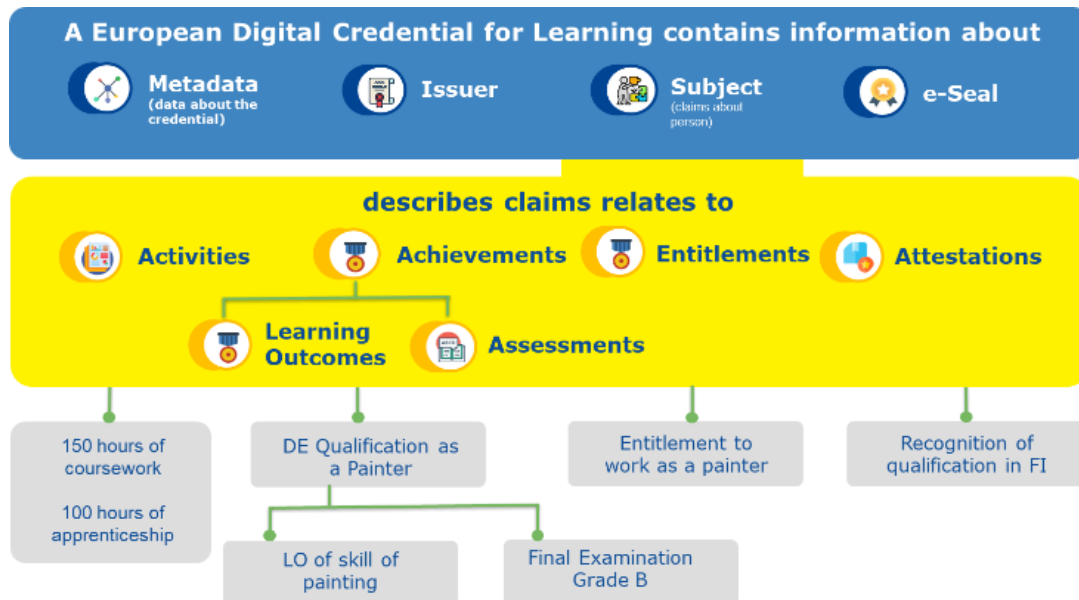
Individuals

- can build an online portfolio to track all of their learning while being in full control of their data
- can easily reuse their credentials to get a job or apply for further training all across Europe
- can present and have their credentials verified at any point in their career, even if the institution who issued them closes, or if the data used to create them is lost

Employers

- can dramatically reduce the time and cost of verifying credentials and processing job applications
- can better understand the credentials of candidates, especially from other Member States as they will be translated in their own language
- can trust tamper-proof credentials

Education and training providers

- can reduce their administrative burden and the costs for issuing credentials, while also accelerating issuing procedures by going digital
- can better understand the credentials of learners, especially from other Member States as they will be translated to their own language

The launch of the new Europass platform marks a new chapter in the modernisation of EU tools for skills following the adoption of the Europass Decision in 2018 by the Council and Parliament.

The Commission will continue to work with Member States, participating countries and labour markets and education and training stakeholders to keep Europass fit for the future and develop its features, including roll out of Europass Digital Credentials.

3.4   Tools and channels for a digital application process

Online job portals, such as Stepstone, Indeed, XING or LinkedIn, offer various job advertisements from different companies at once, which is a great advantage against analogue application processes. It is also one of the most frequently used channels for the application process.

Additionally you can find tips and information on the topics of jobs, careers and job applications . Some online job portals also specialize on certain industries, occupational categories or geographical areas. It is possible to create a profile with the relevant information about you as a person as well as your skills and qualifications.

The profile can be made visible to recruiters and can be used to apply for jobs. You have to register for your profile to be saved and you only need to create it once. Whereas the data can be updated at any time. Another benefit of the Digital Application is the economy of time in the application process. There are both one-click applications and automatic job offers possible, based on the profile. Job seekers are visible for recruiters with a professional online presentation.

Nowadays online job portals offer various job advertisements from all over Europe and the world. They are usually free of charge for job seekers. Companies also use their own company websites for placing job advertisements and managing the application process.

Companies increasingly use online forms or their own application portals, also known as career portals. But also social networks are online services that offer the opportunity to exchange information and build relationships. Either way it is possible to create an own profile with personal data that other people, such as recruiters, can see. You also can find out more about other people and companies and enter into an exchange.

Mobile Recruiting uses apps as a tool to find a job offer. The search is increasingly carried out using mobile devices. Mobile recruiting means recruiting via smartphones or tablet PCs. Young talents in particular are smart and mobile, which is why this type of application is intended to build on their environment.

The application process is to be accelerated and simplified. It is possible to create a profile in the app, store the most important application documents and send them off with one click. There are different variants: Some companies have their own job apps, e.g. are directly connected to the internal career portal. Apps from social networks, such as Xing and LinkedIn, or online job portals, such as Indeed, are more common.

source: Linkedin.com

One of the essential parts of a LinkedIn profile is the summary. The LinkedIn summary provides details about an individual's work experience and skills. It may look similar to the summary on a resume, but there's a big difference. Typically, the summary section of a resume is created with a specific job position in mind.

3.5 YOUNIQUE4.EU toolbox - how to map and present Soft Skills successful in a world of work 4.0

Talent is a critical source of competitive advantage, therefore securing and training the right talent is key to tomorrow's success. Often, companies cannot find the right workers who have the right skills at the right time. Human resource (HR) departments face the difficult task of finding people who can help the organization reach its strategic goals.

For example, did you know that:

- Today, more than 924 unique skillsets are required for most jobs, but back in 2009, just 178 skillsets were needed.
- Generation Z will face greater skills gap challenges as 65% of the jobs they will fill do not yet exist.
- The average tenure of today's millennial workers is two years, meaning businesses today face high staff turnover. (Source: https://elearningindustry.com)

The Younique4EU Toolbox was developed as part of the project YOUnique4EU (www.younique4.eu) and as part of a process that guides learners with ambitions to apply for a job, internship or mobility to firstly map and then present their unique set of skills with a focus on soft skills. The toolbox addresses learners in transition between education and work – for example between a completed vocational training course and a new job or a mobility experience. It becomes relevant at that point, that this target group is aware of their own profile and prepared for transferring this knowledge to concrete products.

To carry out this first step of **mapping unique soft skills**, we can recommend to check the following online offer: https://www.younique4.eu/younique-mapping/ .

Self-assessment is often (implicitly or otherwise) conceptualized as a personal, unguided reflection on performance for the purpose of generating an individually derived summary of one's own level of knowledge, skill, and understanding in a particular area. The starting point in the career development process is identifying your skills, values, interests, and preferences to determine what types of positions are of interest and would be a good fit.

There are many self-assessment tools that can be used to help with this process. Some of these can be self-administered – for free or for a fee – and others must be administered by a counsellor who is trained and can assist you with interpreting the results. These tools will NOT tell you what career or position is the perfect match but they will help you gain insight about yourself so that you can articulate what is important to you, focus your job search, and it assists you in evaluating options.

On our website https://www.younique4.eu/younique-mapping/ students will find valuable information about which soft skills are currently in demand by employers. There are many interrelationships and dependencies between these skills as they each support the development of a range of other skills across the model. For example, you will need the capacity to focus on a challenge to allow for creativity and innovation in coming up with solutions and you will then need initiative to make these ideas become a reality.

There is no agreement on the list of more relevant soft skills, still there are different approaches providing different examples of soft skills. In literature it is possible to find many approaches on how soft skills can be defined and into which subcategories it is possible to classify them.

The YOUNIQUE4EU Soft Skills Framework is based on practical experiences with innovative companies, inspired by the "skills for the future" framework from Skills Development Scotland 2019; linked to our SOFT SKILLS FRAMEWORK from our previous ERASMUS+ project "VETGPS-Guiding tools for professional skills" and the DigComp2.0 framework.

With the help of the Younique4EU WorkSheet (https://www.younique4.eu/younique-mapping/mapping-worksheet/) learners can discover their soft skills independently. It will detect situations in life in which students' personal set of soft skills showed up before. This allows students to better present themselves later when applying for a job, internship placement or other training programme.

Steps to get to know yourself and your soft skills

- **Help individuals be reflective**
  Aims to push individuals to think about what they achieved so far and aggregate the full extent of their learning and working evidences to back it up.
- **Support individuals in their personal development**
  Supports individuals to create a personal development plan and provides means to track and plan development opportunities**.**
- **Showcase individuals information**
  Helps individuals select and share information about themselves and make this information available to potential employers, education or training providers or other organisations
- **To assess individuals skills and competences**
  Enables (self-)assessment skills and competences. Assessment also fosters motivation for lifelong learning by encouraging individuals to fulfil their personal achievements.

For the next step, **"presenting"**, the YOUnique Toolbox also provides helpful modules for use in the mentoring process.
Get an overview below or access the toolbox away:
https://www.younique4.eu/younique-presenting/

Self-study "Your YOUnique Application"

The self-study exercises are developed for any learner who wants to improve the self-presenting competences, in particular demonstrating the individual set of soft and technical skills with the help of digital applications and platforms. The learners will learn more about how to approach companies and apply for an European internship, apprenticeship or job position. The course is designed for self-study online. The chapters build on each other.

Use in the mentoring process: On the one hand teachers/mentors can support their learners in completing the exercises in case of open questions, need for discussion or further questions. The self-study exercises give the possibility of a comprehensive insight into all important aspects of self-presenting competences in the context of an application process.

On the other hand, the self-study exercises also provide a special "educator area", where you will find some materials (like videos, texts, tools, info sheets etc.), for teachers/mentors too, to offer this course in a blended-learning format.

Training curriculum „Your YOUnique application"

Generally speaking, the curriculum aims to endow learners with the necessary competences to demonstrate their individual set of soft and technical skills with the help of digital applications and platforms (ePortfolio, social media, etc.) and know how to approach companies and apply for an European internship or job position (online). The curriculum also pursues the goal of introducing modern ways for e-recruiting/e-application to learners in vocational education and training (VET).

Use in the mentoring process: The curriculum lays the basis for a training course offered by teachers/mentors. By providing information on duration, learning outcomes, methodological aspects etc. it guides you as teacher/mentor if you wish to implement your own training course on soft skills mapping and presenting. Saying this, you can apply the structure flexibly and create your individual training with your own training methods and materials.

IV Best practices

Across this chapter, examples of best practices for soft skills mapping and presenting strategies will be presented. These best practices were selected from the existing examples that are performed in different EU countries.

Best Practices		
Name	**Description**	**Author**
EUROPASS	Your free, personal tool for learning and working in Europe	EUROPEAN UNION
ESCO	The ESCO classification identifies and categorises skills, competences, qualifications and occupations relevant for the EU labour market and education and training.	DG Employment, Social Affairs and Inclusion of the European Commission developed ESCO in collaboration with stakeholders and with the CEDEFOP.
Erasmus Skills Assessment	Erasmus Skills provides digital tools to ensure that learners are more aware of the process they go through while on exchange and the impact this has on their acquired knowledge, skills and attitudes, their personal and professional development.	Universidad Autónoma de Madrid 2018-2020
The UMJ toolkit	Recognising soft skills: the importance of understanding your strengths in the jobs market	Ballymun Job Centre 2018-2020
Youth Work for Employability: Non formal education activities for enhancing soft skills in youth projects	The toolkit includes activities for increasing communication skills, conflict management, body expression and showing your own feelings, for developing organizational-, analytical- and time management skills. And to boost self-confidence.	Associazione Icarus – Italy – Youth work for employability 2018
VET_GPS	The VET-GPS focuses on the acquisition, development and assessment of soft skills of trainees attending VET training, essential for their personal development, social participation and workplace success.	Mentortec 2017-2019
Personalities	Take our Personality Test and get a "freakishly accurate" description of who you are and why you do things the way you do.	NERIS Analytics Limited
Jobpersonality	The goal of this free competency test is to show everyone, regardless of age or educational background, which generic competencies suit him or her best.	JobPersonality
Skills forecast	Cedefop Skills Forecast is widely recognised. In 2010, Cedefop received a mandate by the Council conclusions on "New skills for new jobs: the way forward" to forecast trends in skill supply and demand for Europe every two years.	2021 CEDEFOP

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European Skills Agenda
https://ec.europa.eu/social/main.jsp?catId=1223&langId=en

Stepstone
https://www.stepstone.de/wissen/teamfaehigkeit/

Skills Mismatch & Productivity in the EU
https://ec.europa.eu/info/sites/default/files/economy-finance/dp100_en.pdf

EU Commission: Skills mismatches: EU businesses are losing millions, and will be losing even more!
https://www.eesc.europa.eu/en/news-media/press-releases/skills-mismatches-eu-businesses-are-losing-millions-and-will-be-losing-even-more

Skills Development Scotland Skills 4.0 A skills model to drive Scotland's future
https://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40_a-skills-model.pdf

TalentLyft: Everything You Need to Know About Skill Assessment Tests
https://www.talentlyft.com/en/blog/article/278/everything-you-need-to-know-about-skill-assessment-tests

Realityworks: 15 Tips for Teaching Soft Skills (Online or In the Classroom)
https://www.realityworks.com/blog/15-tips-for-teaching-soft-skills-online-or-in-the-classroom/

WIKIJOB.co.uk Online Job Applications
https://www.wikijob.co.uk/content/application-advice/job-applications/online-applications

Europass - Your free, personal tool for learning and working in Europe
https://europa.eu/europass/en

EU Commission: European Digital Credentials for Learning
https://europa.eu/europass/en/european-digital-credentials-learning

About Generation Z
https://elearningindustry.com/

Career and Professional Development: Self assessment
https://www.hsph.harvard.edu/career-services/self-assessment/

Linkedin - Future of recruiting
Learn the latest trends and industry innovations that are moving recruiting forward.
https://www.linkedin.com/business/talent/blog/talent-strategy/future-of-recruiting