

Dear Readers,

It is with a sense of nostalgia and anticipation that we present to you the final issue of the GJSD under the banner of the GiLE Foundation. Over the years, the GiLE Foundation facilitated the dissemination of research and insights on topics related to the ongoing personal skills development of young people. However, as quoted by one of our Authors, *Dr William E. Donald*, in the closing Policy and Social Challenges piece of this current issue, "The times they are a-changin'." And so are we.

Change is inevitable, and I believe that it is often the catalyst for growth. The GJSD is evolving and expanding, but as it finds a new home and a fresh identity, it retains its core values as well as its commitment to academic excellence.

As you turn the pages of this issue, you will discover a varied selection of research and perspectives. In the **Food for Thought** section, we present four papers. The first two are particularly beneficial for early career scholars as they provide them with practical and insightful guidance for their academic journey.

Dr William E. Donald's article is highly recommended for both early-career scholars and potential mentors. The article draws on the author's significant personal experience and research, offering valuable insights into the benefits of mentorship in academia. The article highlights three key ways that mentorship can support early career scholars, leading to enhanced productivity, career satisfaction, and the likelihood of success.

The article written by *Dr Ponn P. Mahayosnand* and *Ms SM Sabra* is a valuable resource for those seeking to enhance their interview skills in the post-pandemic era. You may notice that this article is longer than a typical Food for Thought paper. However, we have made an exception to the usual page limit criteria on this occasion since the article offers a comprehensive guide with tips, recommendations, and examples aimed at preparing students for virtual interviews.

Dr Nimmi P. Mohandas explores the changing landscape of careers, particularly the rise of the gig economy, and how organizations can respond effectively to these changes. The author emphasizes the importance of various organizational practices in sending positive signals to both current and potential employees.

Mr Norbert Griszbacher advocates for a hybrid approach to the future of work but acknowledges that the transition requires time, creative problem-solving skills, mindset shifts, and upskilling efforts from all parties involved. The article also discusses potential future scenarios and industry implications of adopting hybrid work.

The Issue continues with two **Research Articles** on the theme of Leadership and Change.

Mr Liam Murphy and *Ms Helen Turnbull* highlight the impact of the COVID-19 pandemic on organisational work environments, necessitating new policies and practices. The paper outlines challenges faced by leaders, identifies research gaps, and proposes a future research agenda to support leadership development in the post-pandemic "new normal."

Mr Philip Mong'are Achoki discusses that organizations need to prioritize upskilling and reskilling their employees allowing them to navigate uncertainties and achieve long-term success. A proposed sense-response framework can help organizations respond strategically to the changes in their environment in a volatile, uncertain, complex, and ambiguous (VUCA) world.

The final theme in the **Research Articles** section focuses on Education and Career Development.

Dr Zsuzsanna Soproni reviews research on employability skills, primarily from a labour market viewpoint. The author discusses the incorporation of employability skills training in higher education and provides recommendations for students, educators, and higher education institutions.

Dr Mohammed Estaiteyeh, Dr Nicole Campbell, Dr Isha DeCoito, and Ms Mariam Takkouch explore the impact of an innovative master's programme in interdisciplinary medical sciences that focuses on enhancing students' academic, professional, and personal skills through experiential and interdisciplinary learning. The paper emphasizes the need for explicit and intentional skill development in higher education and offers insights for designing and reviewing graduate programmes.

Mr Jamil Toptsi and Dr Ahmad Hajeer examine the impact of spending time abroad at student exchange programmes on intercultural sensitivity among Hungarian business students. The authors highlight the importance of designing effective exchange programmes to prepare students for success in the globalised business environment.

Ms Hiromi Narita's article examines the long-term impact of study abroad programmes by considering how they shape participants' perspectives on global citizenship and how they influence career decisions, intercultural competence, and the understanding of interconnectedness.

Ms Daria Borodina and Mr Ádrian Estrela look at the factors that influence international students' decision to study abroad at Hungarian universities. The authors highlight that globalisation has led to increased internationalisation of higher education and the need for universities to understand the decision-making process of international students.

The **Policy and Social Challenges** section concludes Volume 3. No. 2. *Dr William E. Donald*, a housebound academic and a strong advocate for inclusive access to valuable spaces of knowledge exchange, highlights the pressing need for inclusive academic conferences. The article outlines some indicators of an inclusive conference, complemented by pragmatic strategies for delivering them. The article serves as a starting point for further discussion on this important topic, whereby decisions taken by conference organisers have direct impacts on the careers and lives of many in our academic community.

In closing, I extend my warmest wishes to all our readers, be they educators, researchers, students, professionals or lifelong learners. May you discover valuable insights within the pages of Vol. 3 No. 2, and I sincerely hope you enjoy reading the papers.

Kind regards,

Dr habil. Judit Beke

Dr Judit Beke is the Editor-in-Chief, Co-Creator of the [GiLE Foundation](#)

