

Welcome to the next chapter of the GJSD Journal of Skills Development (GJSD), where we not only share insights today, but actively shape tomorrow. Our slogan, '*GJSD. Sharing today. Shaping tomorrow.*' encapsulates our commitment to not only disseminate valuable knowledge, but also to drive meaningful change in the skills development landscape. With the recent transition to the stewardship of the Pact4Youth Association, our journal is ready to continue its mission to foster and promote transferable (personal or employability) skills among young adults. The Pact4Youth Association's mission, which focuses on creating services that promote social development through the skills of young workers, resonates deeply with ours.

In today's world, where personal skills are paramount, especially with the rise of Artificial Intelligence, our mission to empower adaptable and resilient young adults is more relevant than ever. In Volume 4 Issue 1, we are very excited to present a selection of thought-provoking articles covering different dimensions of academia and professional development.

GJSD features two main sections: “**Research**” and “**Perspectives**”. Within these sections, our readers can choose from a variety of topics. Let's delve into what awaits our readers:

Mr Norbert Grizbacher examines the impact of artificial intelligence, particularly ChatGPT, on academia, urging us to explore both its potential and limitations. This paper offers a balanced view, exploring both the opportunities (e.g., productivity gains) and challenges (e.g., unknown threats) of this AI tool in education. Additionally, the paper offers future research directions to guide responsible integration of AI in academia.

Dr Ray Sylvester and **Dr William E. Donald**'s paper explores the Personal Brand V.A.L.U.E. Career Development Tool, revealing a strategic approach to career development with practical implications for both individuals and organisations. Whether you are seeking personal development or want to help others, this paper offers a fresh perspective and potential tools for career success based on a real-world case study. This research offers valuable insights for you on how you can learn to use the V.A.L.U.E. framework to navigate your own career journey, and for career professionals on using the tool to support students and employees during career transitions.

Mr David Micheli and **Ms Monika Kristl Volfová** highlight the concrete benefits of training programmes. This information can be valuable for business leaders looking to invest in effective training strategies for their workforce and for researchers and policymakers interested in understanding the factors influencing training participation. This paper reveals a striking difference in employee participation rates in the Czech Republic and Hungary and it delves deeper into reasons behind this gap and explores surprising findings regarding the main skills targeted in training programs.

Dr Gabriella Horváth-Csikós presents the results of a collaborative Virtual Exchange project, highlighting the transformative power of international student collaboration. The paper examines how the project facilitated intercultural development and international experience for students through collaborative tasks, going beyond knowledge gained from traditional sources. The paper offers insights into the project's implementation details and student experiences.

Dr Yuliya Shtaltovna, Dr Vivianna Rodriguez Carreon, Dr Fredrik Lindencrona, and Dr William E. Donald's paper explores cognitive skills within the framework of the Internal Development Goals, emphasizing the role of universities in preparing students for complex challenges. It argues for embedding critical thinking and other cognitive skills like systemic thinking into the curricula. The paper emphasises critical thinking, complexity awareness, and systemic visioning, explaining their importance in tackling complex problems, and it discusses how these skills, combined with openness and a growth mindset, are crucial for navigating complexity. This research can guide universities to empower students with the inner development and cognitive skills needed for sustainable careers and sustainable development.

Mr Ian Fellows's extended essay explores the role of universities in equipping students with the skills essential for navigating today's volatile job market. This essay examines the tension between supporting students and fostering necessary workplace skills like resilience and adaptability. It argues that universities should support students facing challenges and ensure they possess the necessary skills and resilience to thrive even in challenging environments without creating dependency on that support. The essay closes on a hopeful note, suggesting that carefully designed curriculum learning can enable otherwise disadvantaged students to harness desirable attributes like grit and context adaptation, which are advantageous in a volatile labour market.

Ms Christina Muzzu, Dr Nataliia Pyliachyk, and Dr Nataliia Ivanotchak demonstrate the transformative potential of cross-cultural education initiatives in the midst of global challenges through the Digital Bridge Project, which was designed to strengthen cognitive resilience in Ukrainian and EU students amidst the 2022 conflict. This paper offers a valuable case study demonstrating the project's effectiveness and its potential for adaptation in various educational contexts. It highlights the importance of critical thinking and empowerment for young people navigating a rapidly changing world.

Dr Daniel Xerri explores Thinkerly, a fictional B2B firm offering critical thinking training. By examining a hypothetical company, this conceptual case study offers valuable insights for developing and implementing critical thinking training programmes in a real-world business context. The case study paper analyses the importance of critical thinking for employee performance and innovation in today's organisations, the target market, the competitive landscape, and the strategic approach. Additionally, this paper holds significant value for real-life practitioners by providing practical recommendations and considerations for implementing similar programmes within their own organisations.

Dr Ponn P. Mahayosnand emphasises the importance of mentoring in research writing and academic publishing, highlighting opportunities for student researchers to thrive. This paper offers solutions for students and early career researchers seeking to publish their work. It highlights the challenges of learning research writing and publication on your own. The paper argues that mentoring should start early in your academic career and emphasises the benefits of e-mentoring, regardless of your age or academic status. It positions journal-based mentoring as the most ideal model, potentially paving the way for wider adoption.

Dr William E. Donald and Dr Nicholas J. Duck offer a playful perspective on motivations for publishing, encouraging a broader conversation about what drives scholarly activity. Are you feeling burnt out or unmotivated by the traditional pressures of academic publishing? This light-hearted paper explores ten "unconventional" reasons why academics might choose to publish, going beyond career advancement and tenure. Examples include personal satisfaction, collaboration with admired colleagues, or simply the amusement of finding a co-author with a

relevant surname. While acknowledging the seriousness of academic work, the paper encourages embracing a broader perspective on publishing motivations, inspired by Donald Duck's reminder: "Life is too short to be serious all the time."

Mr Liam Murphy makes the case for building resilience in part-time PhD students, offering valuable insights from personal and academic experience. This paper focuses on the challenges faced by part-time doctoral students, particularly in a world where such programmes are becoming increasingly common. It argues for the importance of cultivating resilience to manage the stress of balancing work, family, and doctoral studies. The paper provides practical insights based on the author's experiences and draws on resilience research to recommend three key skills and mindsets that can help you navigate your doctoral journey more successfully.

Ms Helen Turnbull and Mr Liam Murphy revisit the evolving landscape of leadership and challenge leaders to adapt in task-focused work systems. This paper explores the impact of automation and task-focused work systems on leadership. The paper offers a concise overview of these complex challenges and proposes research avenues for further investigation. This research can be valuable for leaders seeking to adapt their styles to the evolving workplace and for researchers studying the future of leadership in a digital age.

Dr Károly Polcz recommends a book that emphasises practical application and offers actionable advice to help readers develop and improve both their 'inward-facing' and 'outward-facing' soft skills in everyday work situations. The book addresses soft skills that are highly sought after by employers, making it relevant for individuals looking to enhance their career prospects. It is written in a clear style, making the book accessible to a broad audience, even those without a background in these specific areas.

Continuing the wide-ranging discussions in Vol. 4 No. 1, in our next Autumn issue of 2024, we are eager to prioritise Upskilling, Process Change, and Coaching in the Age of Generative AI. With our newly introduced sections, including **Case Studies, Action Research, Practical Solutions for Social Impact** and **Extended Essays**, there is plenty of opportunity for diverse perspectives to enrich the dialogue. As I conclude this editorial, I warmly invite academics, industry experts and practitioners alike to contribute and help us build a future-proofed workforce.

I wish you a pleasant reading,

Kind regards,

Dr habil. Judit Beke

Editor-in-Chief at GJSD

