

In a world where change is constant and challenges arise unexpectedly, the need for adaptable, forward-thinking leaders and a resilient workforce is more critical than ever. As we journey through this unpredictable landscape, the GILE Journal of Skills Development (GJSD) remains dedicated to fostering conversations on how education and skills development can evolve to meet these pressing demands.

We are proud to announce that, due to an exceptional volume of high-quality submissions in 2024, we are publishing an additional issue this year - *Volume 4, Issue 3*. This issue is centred on the critical themes of workforce agility, leadership, and decision-making in response to the pressures posed by a VUCA environment. It brings together diverse perspectives that offer fresh insights into how individuals and organisations can adapt, grow, and lead in this rapidly changing world.

The Guest Column titled *Differentiating Grapes from Wine: The Education-To-Work Transition* was written by **William E. Donald and Michael Healy**. This article provides a reflective and metaphorical discussion of the education-to-work transition, emphasising the need for scholars across graduate employability and career development fields to use terminology consistently. They propose that education-to-work transition acts as the umbrella term, encompassing school-to-work transition, university-to-work transition, and vocational training-to-work transition as distinct sub-types.

Shifting towards a more industry-specific focus, **Siyabonga Sirayi, Vusumzi Msuthwana, and Noxolo Mazibuko** present their paper *Developing Managerial Framework to Cultivate Critical Skills in the South African Automotive Retail Industry*. This article introduces practical frameworks for managerial skills development in a sector known for its rapid changes, illustrating how theoretical concepts of agility and leadership can be applied in real-world contexts.

On the more personal side of leadership, **Bianca Briciu's** article *The Inner Leader in Transformative Leadership: Personal Transformation through Trauma Integration and Spiritual Development* explores the deep internal processes that shape transformative leaders. Her work offers a compelling look at how trauma integration and spiritual growth can empower leaders to thrive in a VUCA environment, highlighting the importance of a healthy relationship to oneself, the first dimension of the Inner Development Goals.

Next, **Ben Archer's** paper *A Future in the Past: Career Opportunities for Australian History Graduates* explores how educational backgrounds traditionally viewed as non-vocational, such as history, can foster critical thinking and adaptability. His work links the value of a broad educational foundation to workforce agility, reinforcing the importance of diverse skills in an uncertain environment.

Continuing the discussion of skill development, early-career researcher **Stuart Evans**, in his paper *Maintaining Skill Development in Newly Qualified Physical Education Teachers: Mentorship After Graduation*, underscores the importance of mentorship for newly qualified professionals. His research highlights how mentorship supports leadership development and workforce agility by providing the continuous guidance necessary to navigate early professional challenges.

Ian Fellows offers a timely review in his paper *What the Literature Tells Us About the Transition of Second-Career Academics into Higher Education*. By focusing on individuals transitioning from other professions into academia, the Author discusses how higher education institutions can better support second-career academics, facilitating their skill development and integration into the academic workforce and what individuals should do to mitigate issues that are commonly faced.

We close with a “food for thought” article that addresses the balance between employability and well-being, particularly for Generation Z. **Ponn P. Mahayosnand and S M Sabra**, authors of the paper, *Generation Z: Increasing Self-Perceived Employability and Well-being through Serious Leisure*, advocate for the inclusion of “deep leisure” in education and career preparation, underscoring the importance of mental health in long-term professional success and well-being.

Before concluding, I want to take a moment to sincerely thank the incredible GJSD editorial team who make this journal possible. Their dedication, passion, and willingness to go above and beyond are the driving forces behind each journal issue. Despite the challenges and time commitments, their hard work continues to elevate the quality and impact of our journal. I am deeply grateful for all the effort you have invested in bringing this issue to life.

As we conclude this issue, I encourage you to dive into the articles with curiosity and reflection. The diverse perspectives shared by our contributors offer fresh ideas and practical insights that are sure to spark new conversations in the fields of education, leadership, and workforce development.

We hope this issue leaves you feeling inspired and informed, ready to apply these insights to your own work or research.

Thank you for being part of our community. We look forward to continuing this important dialogue with you in the next issue, and as always, we wish you a rewarding and insightful reading experience.

Warm regards,

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