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RESEARCH WITH YOUNG PEOPLE

YOUTH & EMPOWERMENT

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1. INTRODUCTION

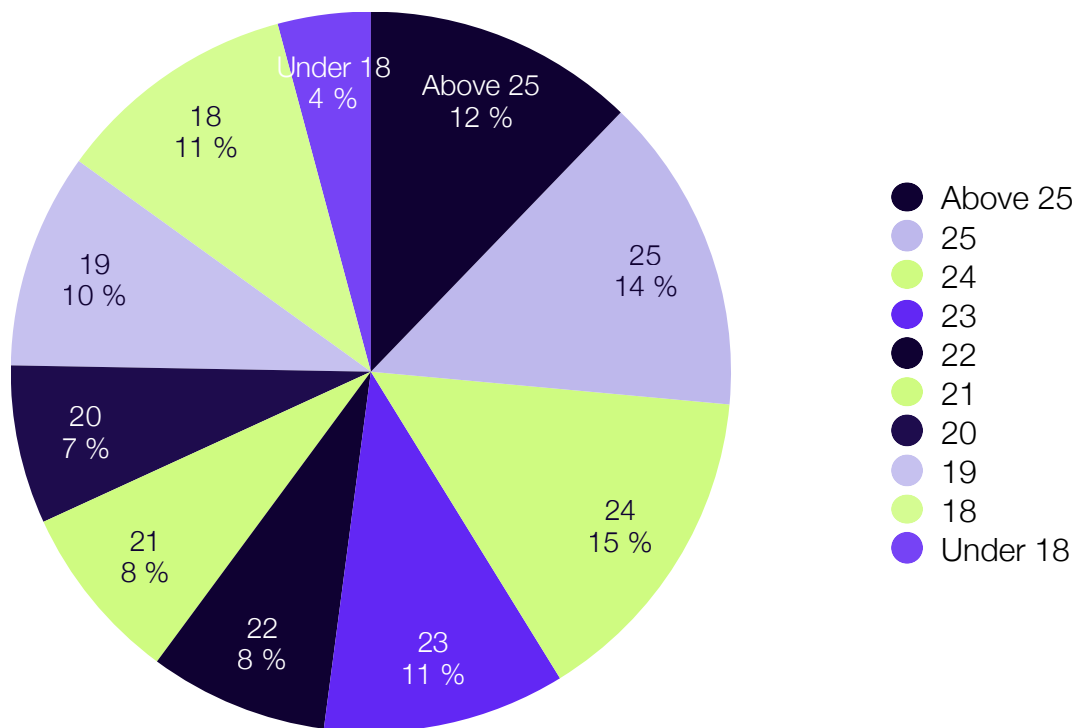
This report presents the findings derived from a study centered on individuals within the younger demographic who possess limited or no prior work experience. The primary aim of this inquiry has been to discern the specific requirements and preferences of inexperienced young individuals when they pursue employment opportunities. It is imperative to ascertain their requisites and anticipations concerning functioning within novel professional environments. Moreover, the investigation delves into the skills or resources they anticipate acquiring and how these might facilitate their assimilation into any organizational setting.

During the course of this research, which spanned across Spain and Greece, a survey was administered, engaging **44 participants in Spain** and **200 in Greece**. Additionally, **individual interviews** were conducted with 7 respondents from Greece and 2 from Spain.

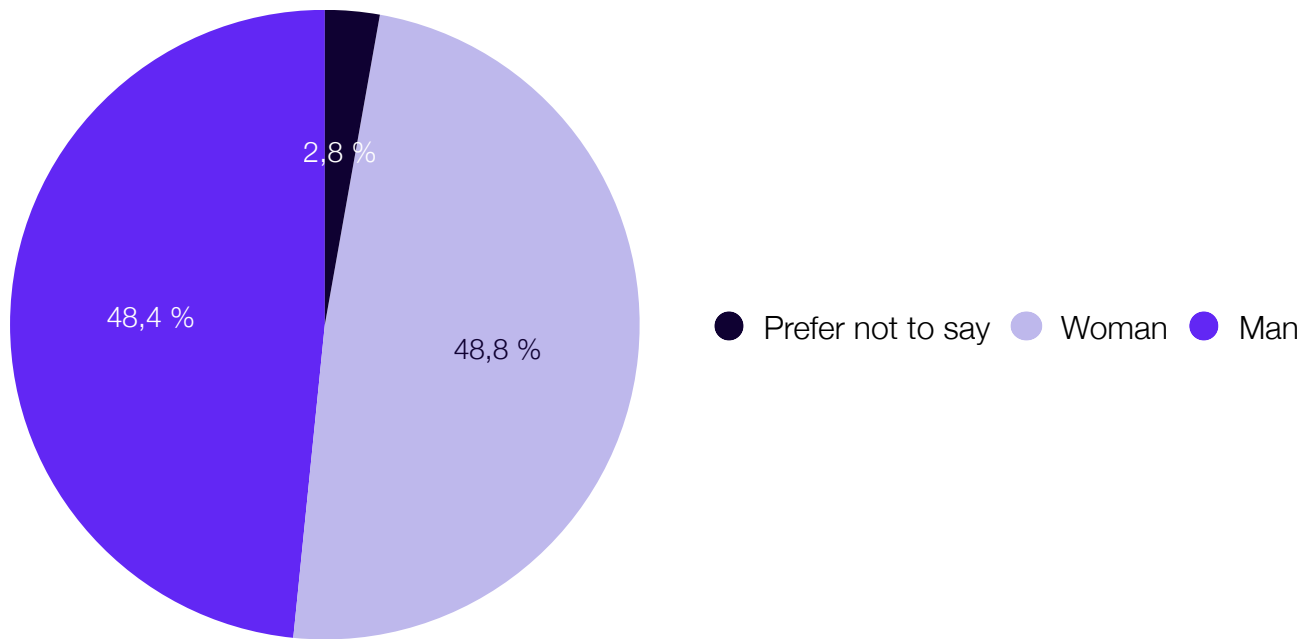
Herein, we present the findings of the research alongside the conclusions drawn by both parties. These findings will serve as the groundwork for the development of a training program tailored for the youth.

2. SURVEY RESULTS

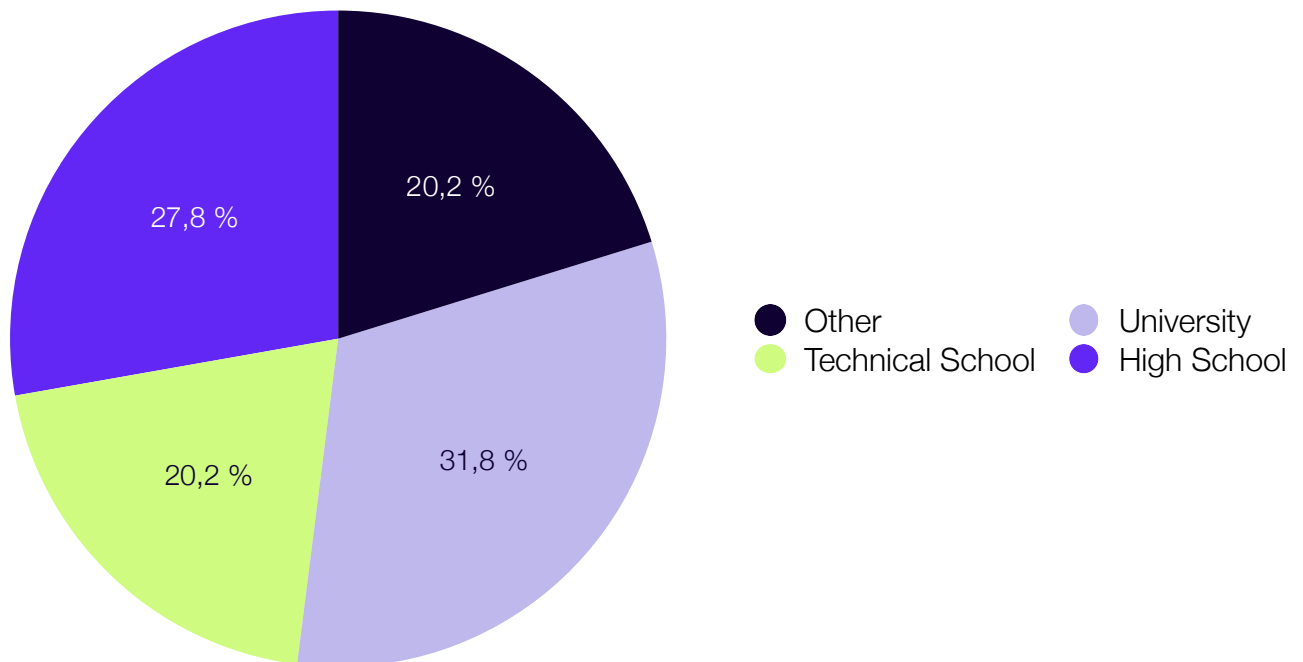
2.1. Age of interviewees



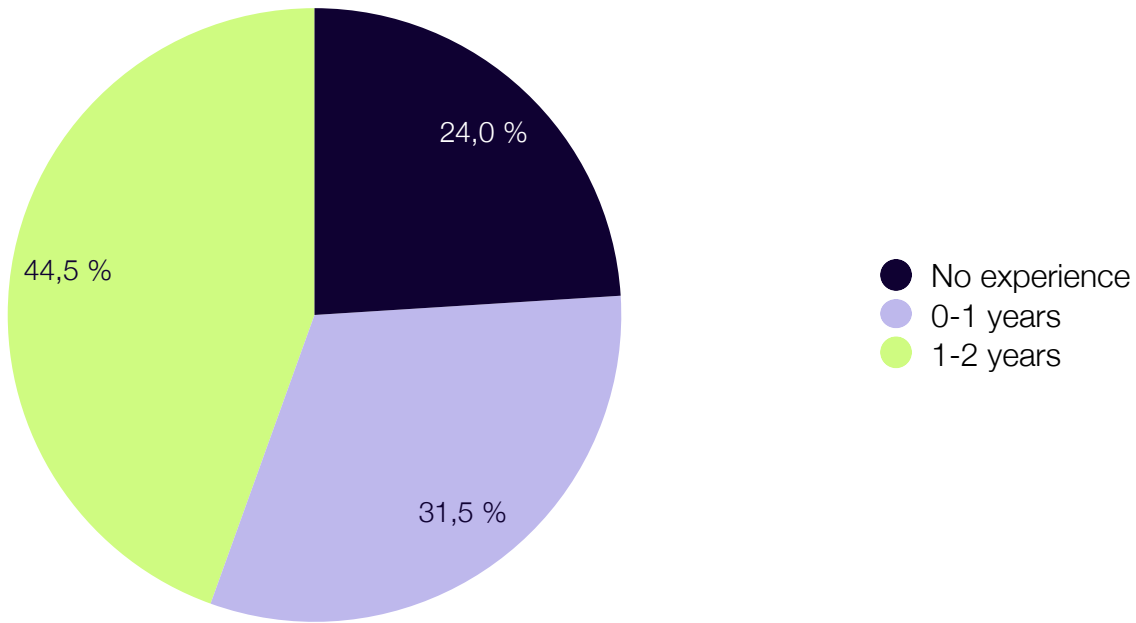
2.2. Gender of interviewees



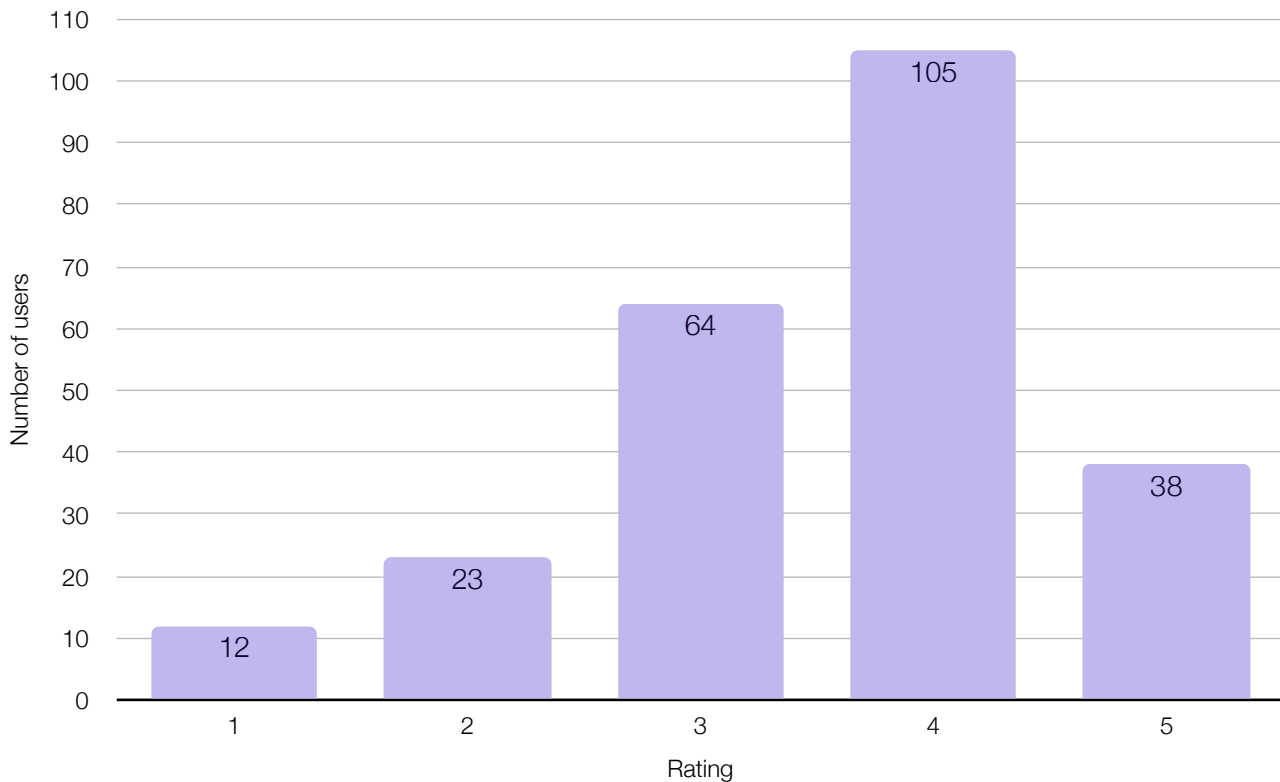
2.3. Educational background of interviewees



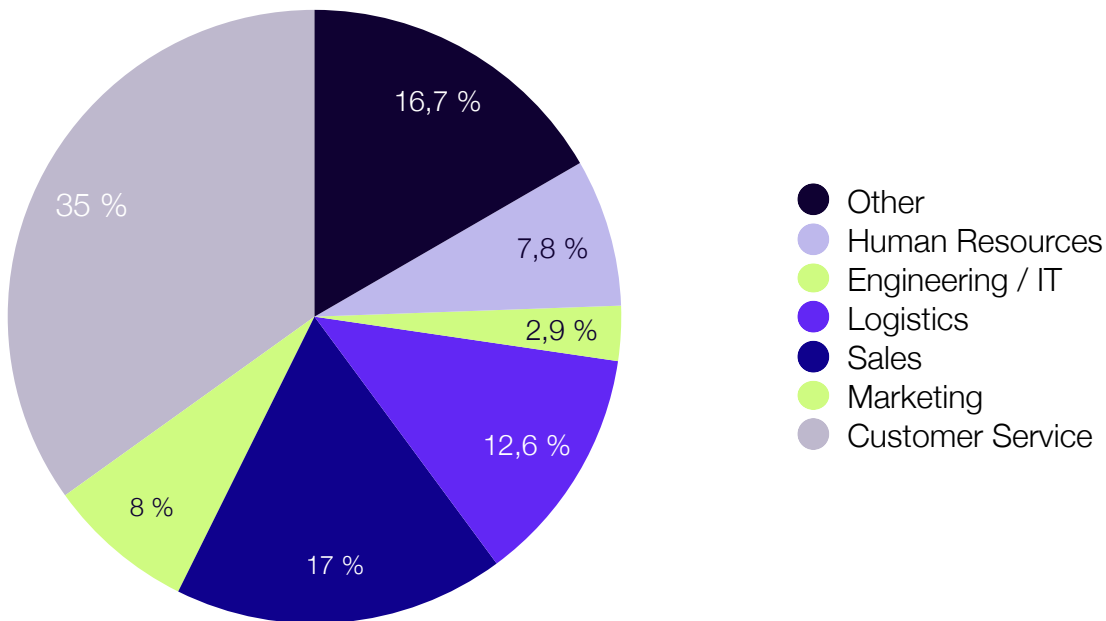
2.4. Years of working experience (these results are only from Greece)



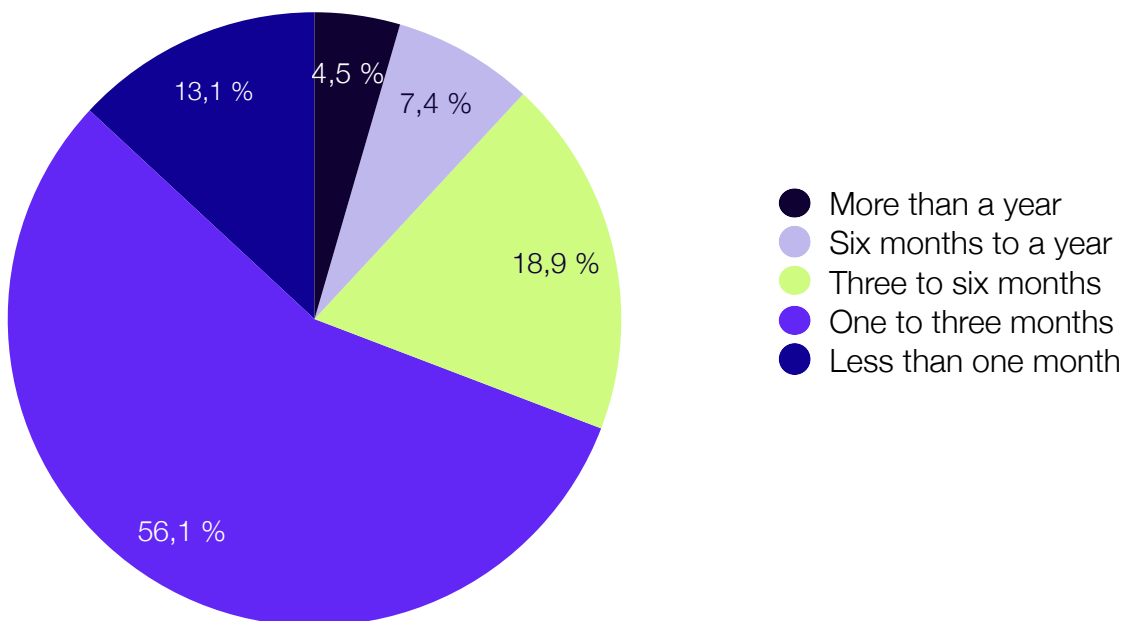
2.5. From 1 to 5, how easy is it to find a job regarding your work experience?



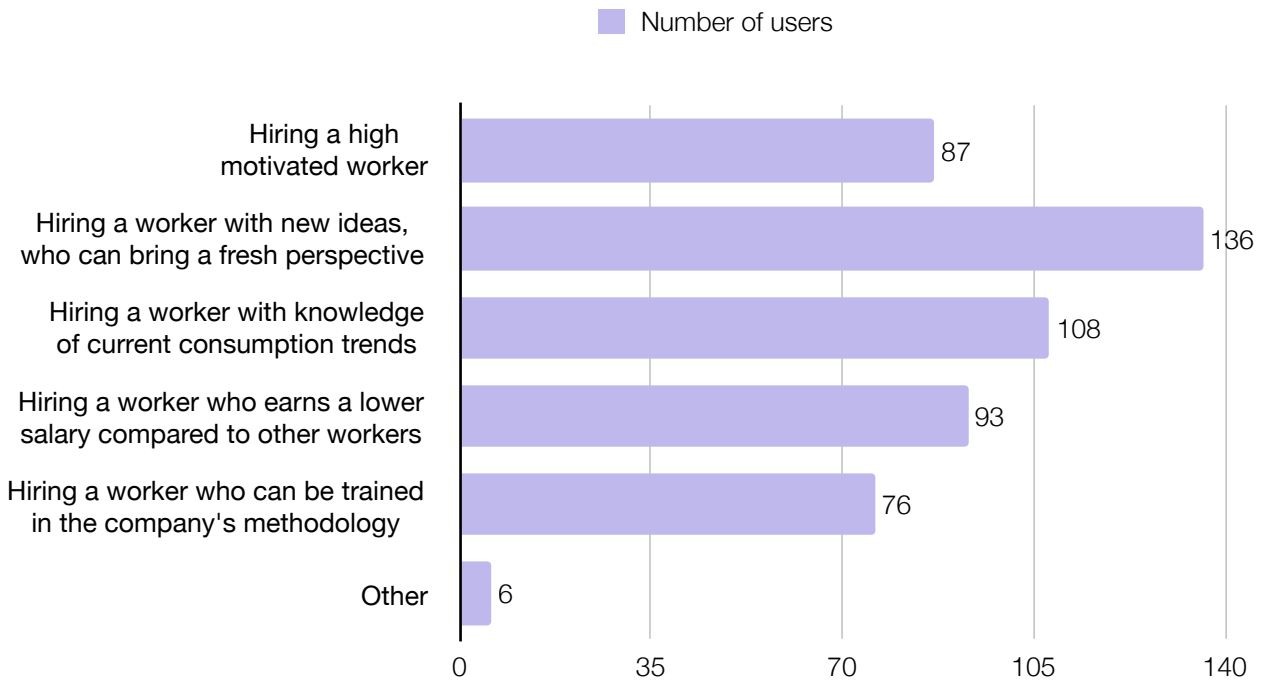
2.6. Do you believe that there are areas where it is most likely to find a job as a person with little or no experience?



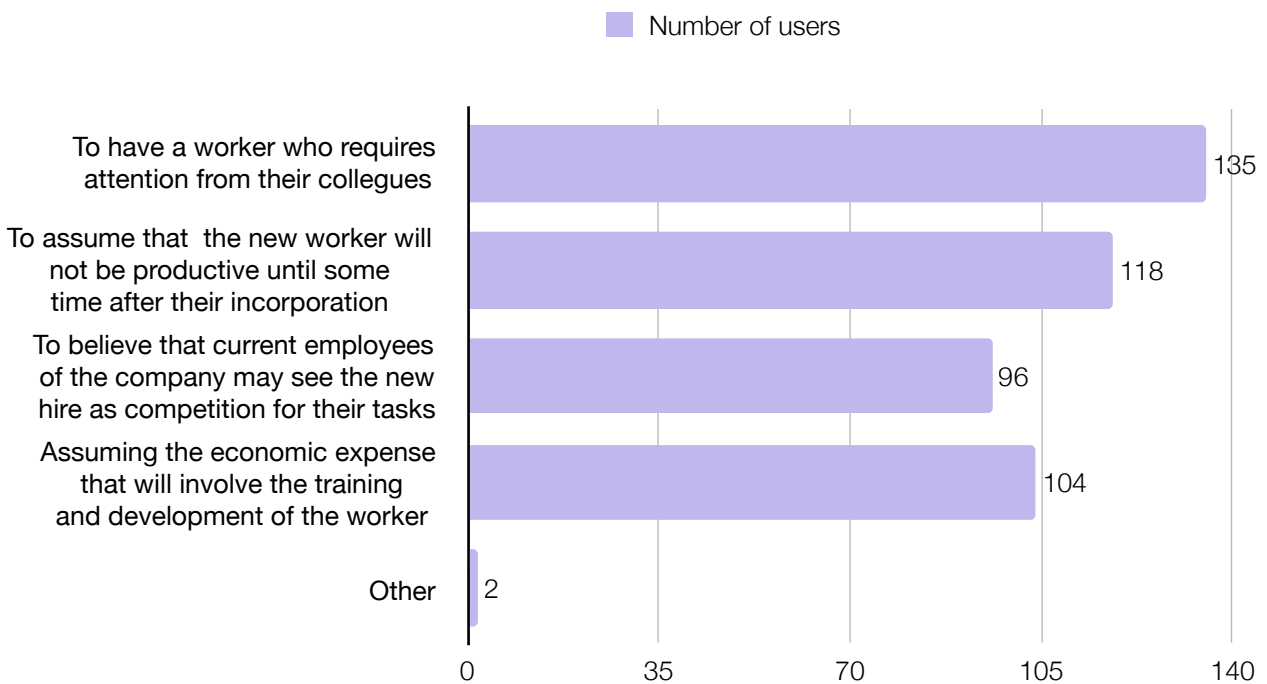
2.7. How much time do you think you need with little or no work experience to develop your tasks to the level of experienced workmates?



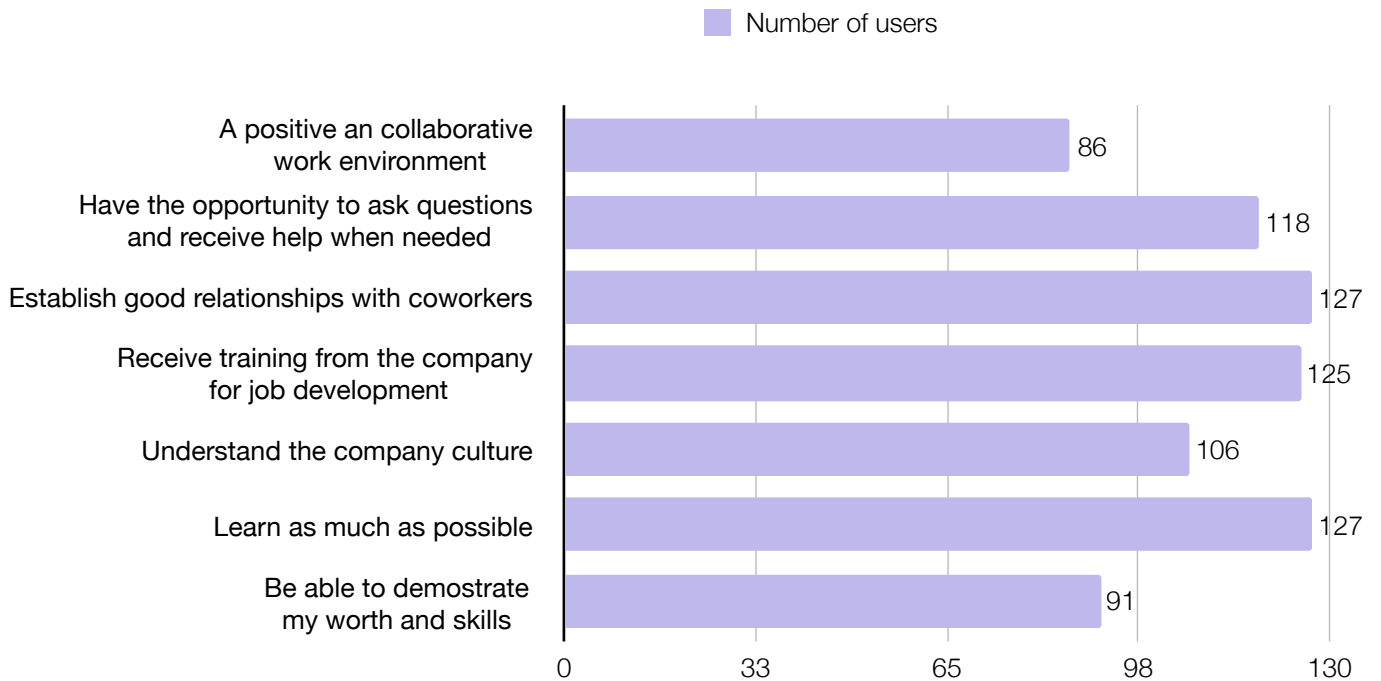
2.8. Point out the advantages that you met in your jobs as a person with little or no work experience.



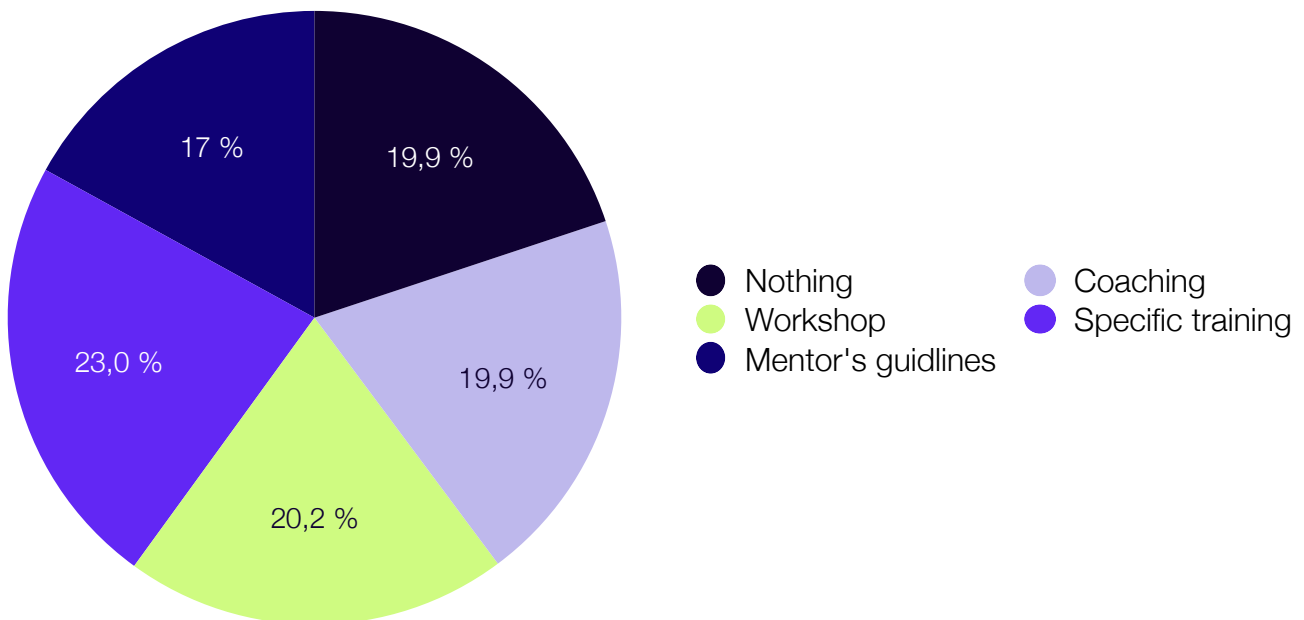
2.9. Point out the disadvantages that you met in your jobs as a person with little or no work experience.



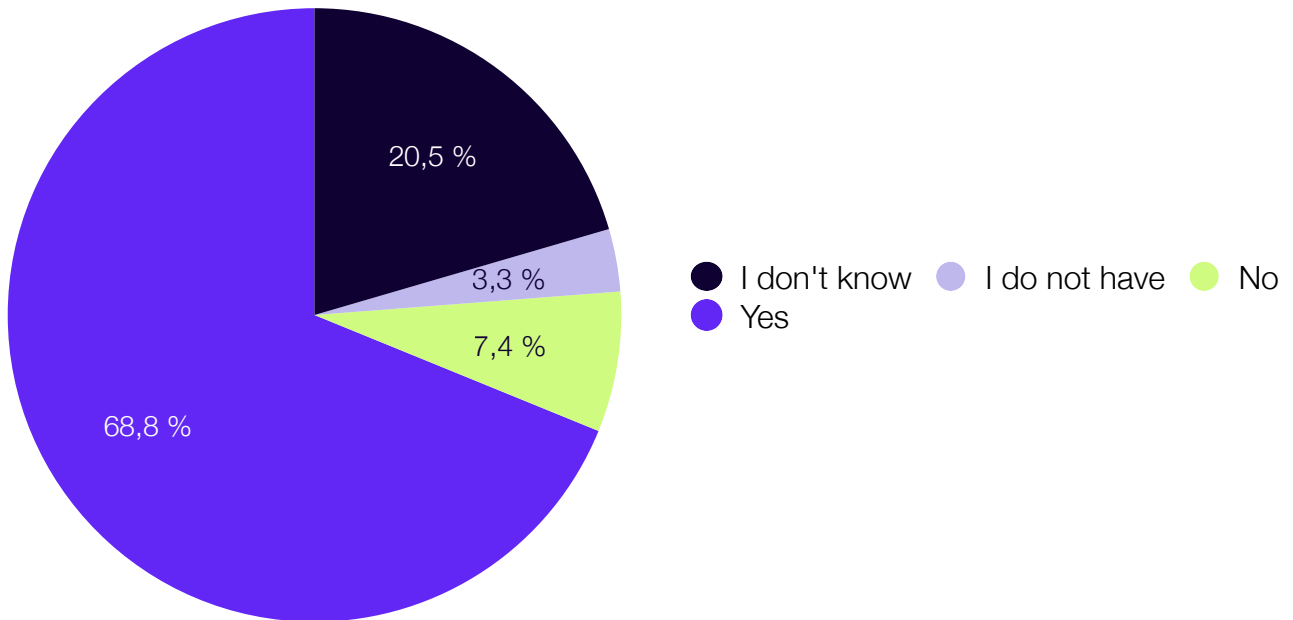
2.10. As an employee with little or no work experience, what do you expect in your job in your first months of employment?



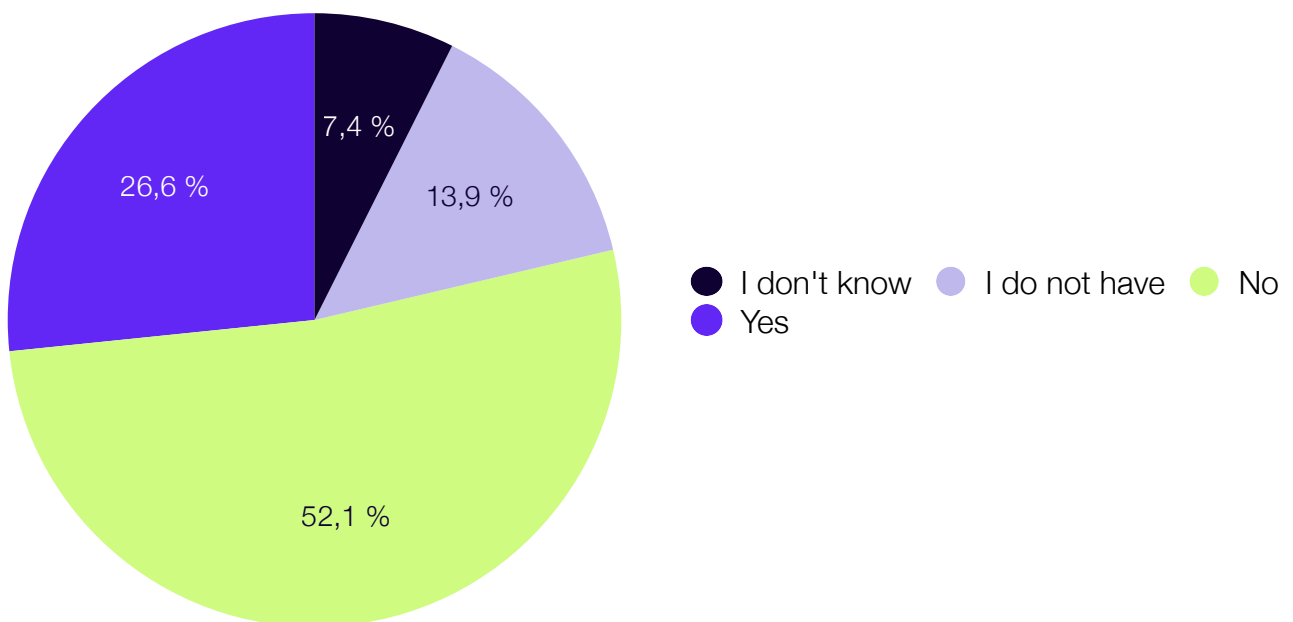
2.11. Have you ever experienced any method or activity to integrate you on a professional or personal level?



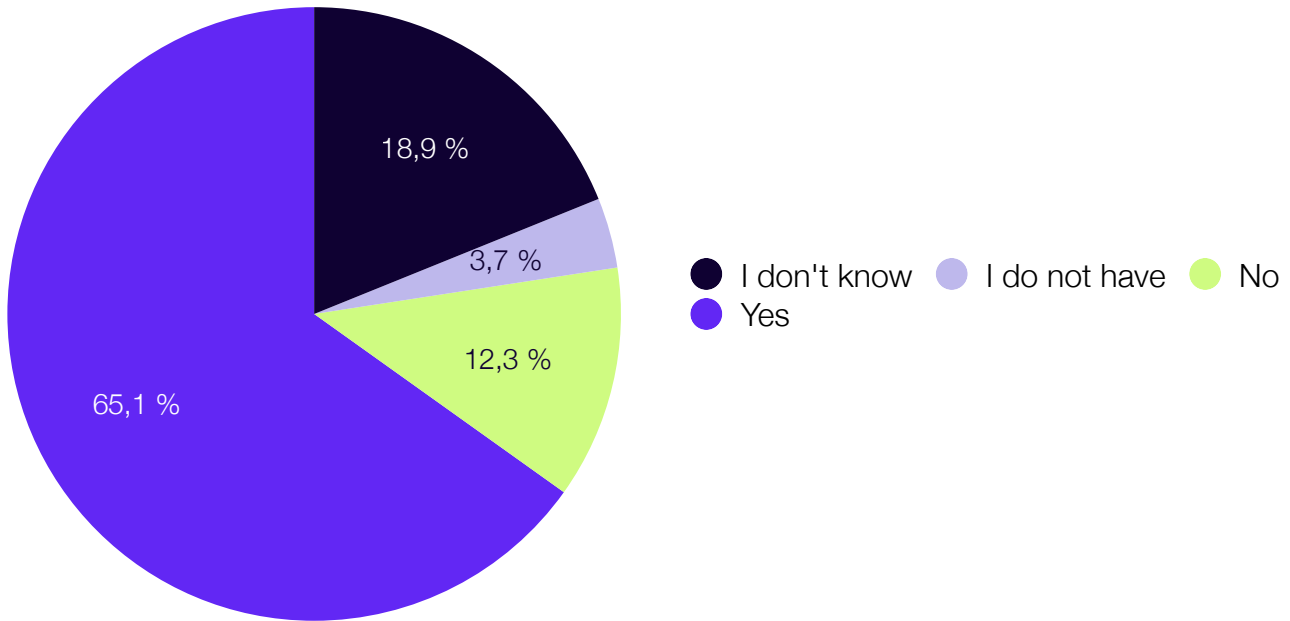
2.12. Have your expectations met the reality in the working environments?



2.13. Have you ever experienced any problems in your job? What kind?

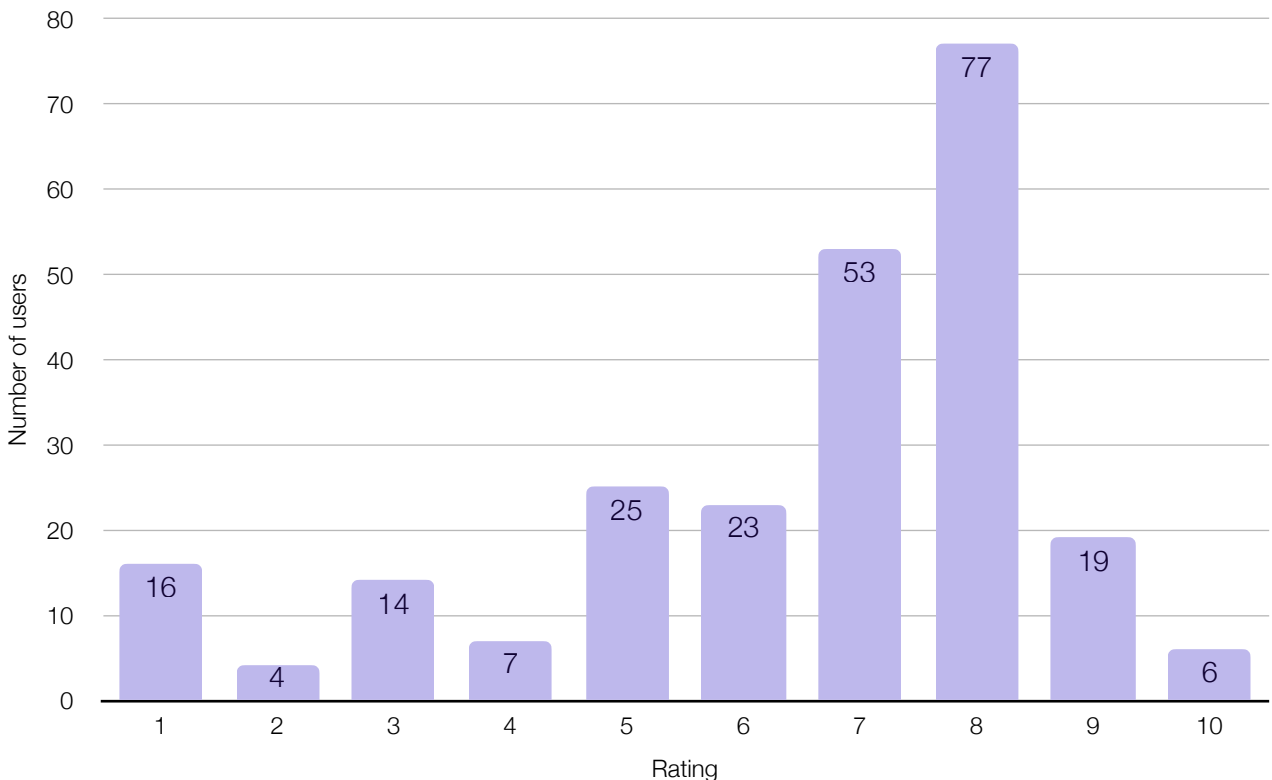


2.14. Have you ever had training as an employee?

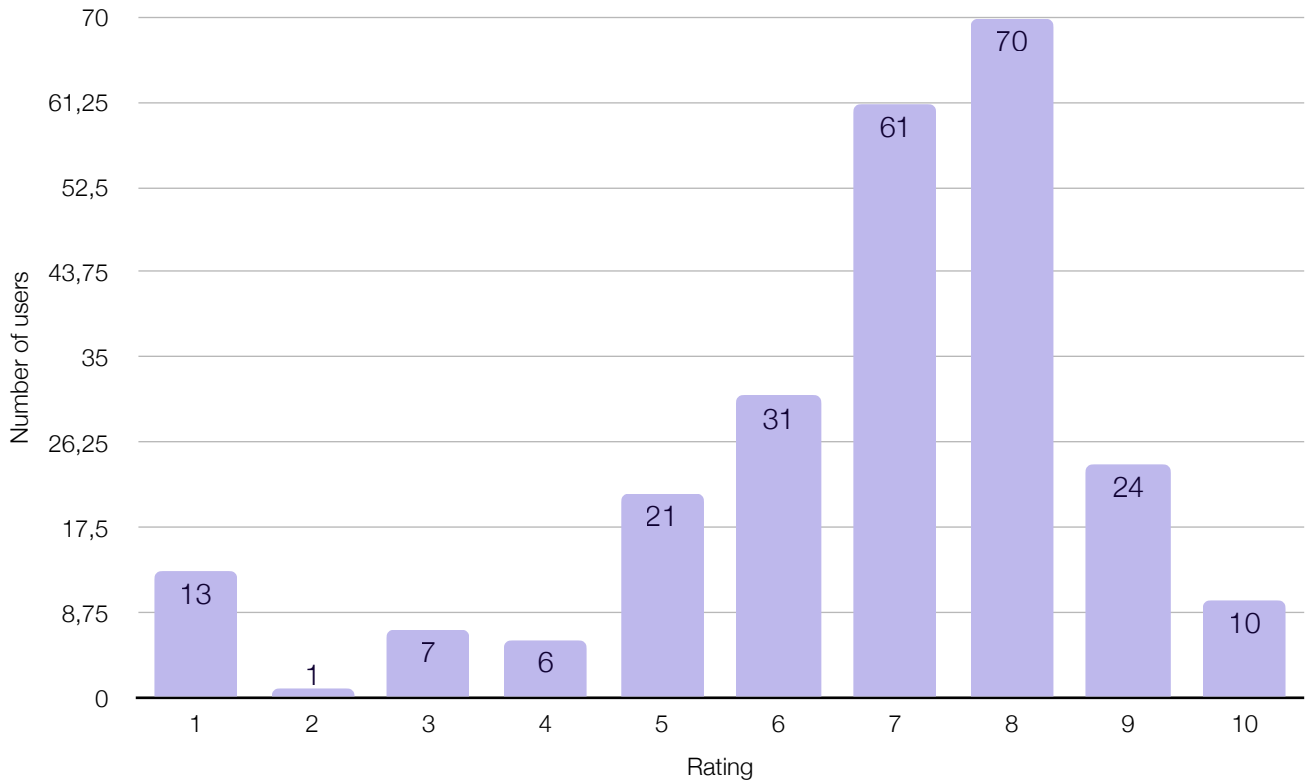


2.15. Rate from 0 to 10 the degree of your preparation (0 being not prepared at all and 10 being fully prepared):

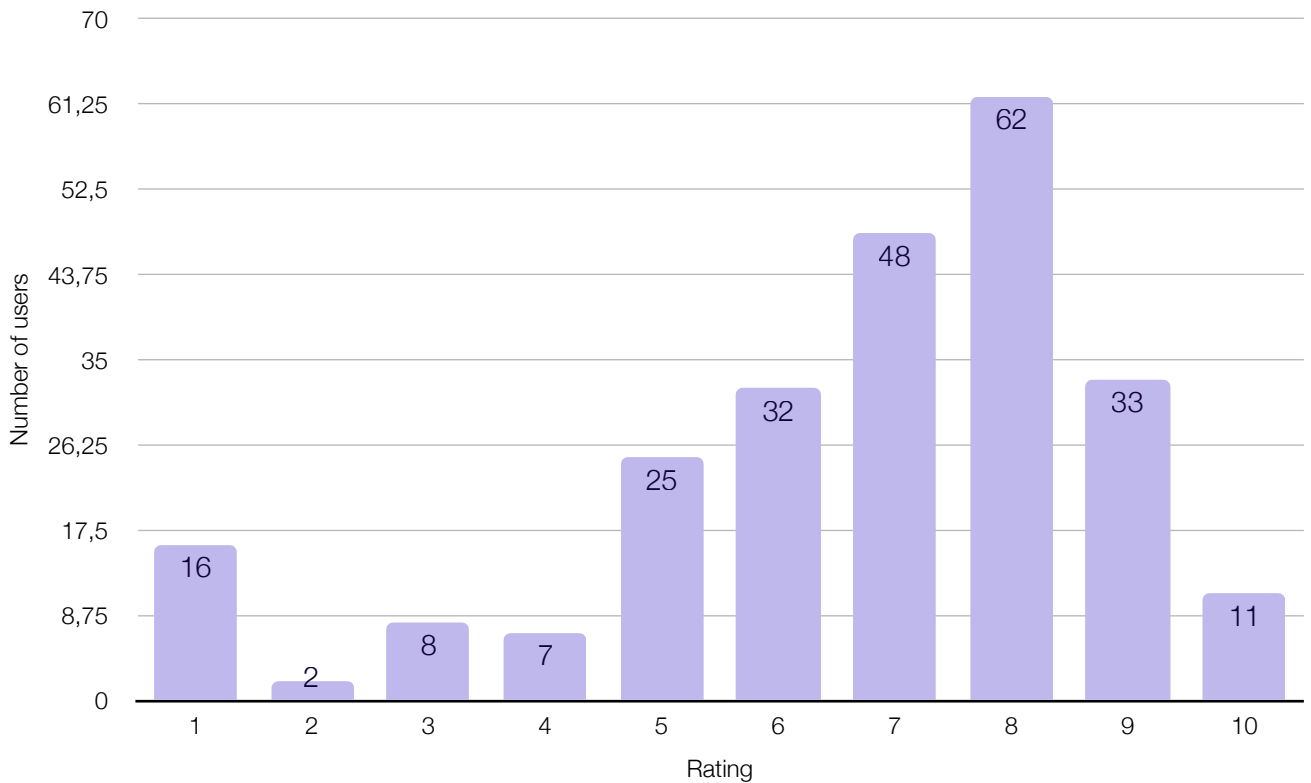
2.15.1. Holding a meeting with a client



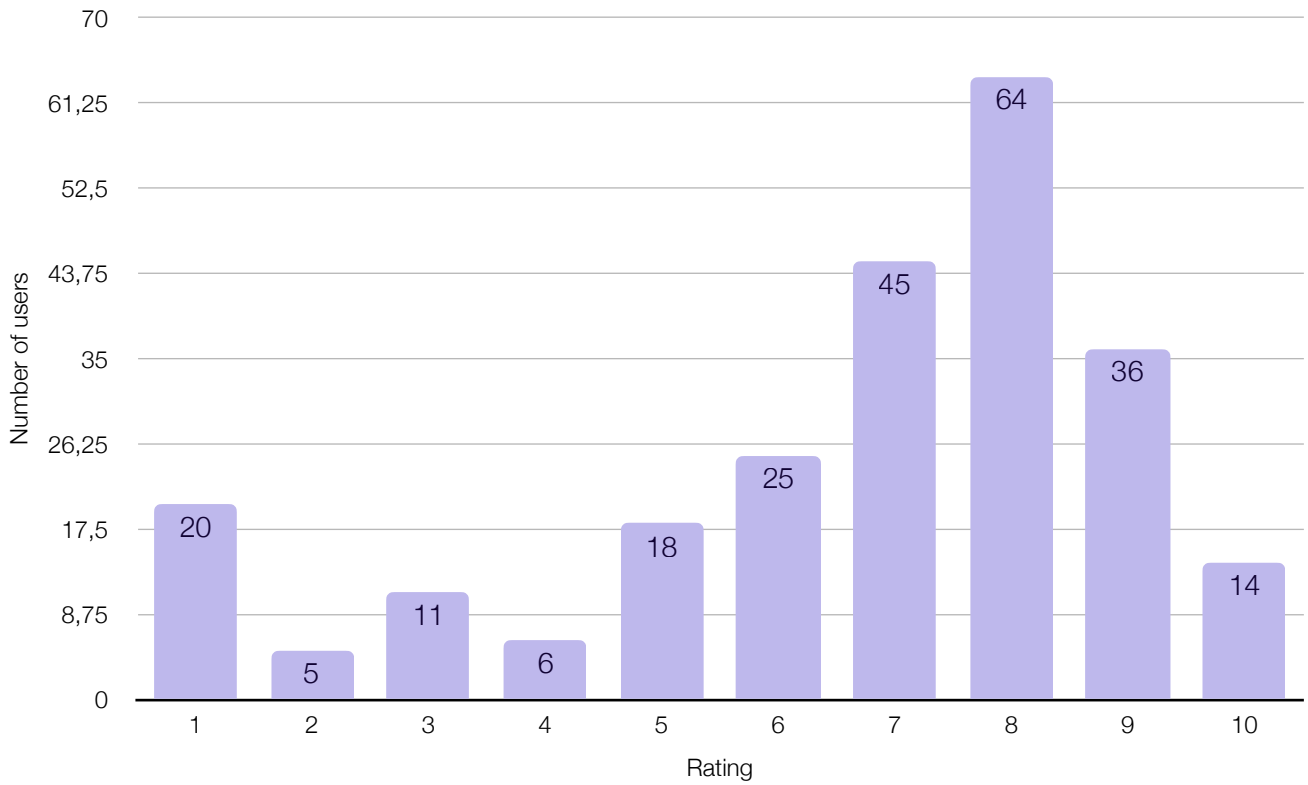
2.15.2. Write an email to a client



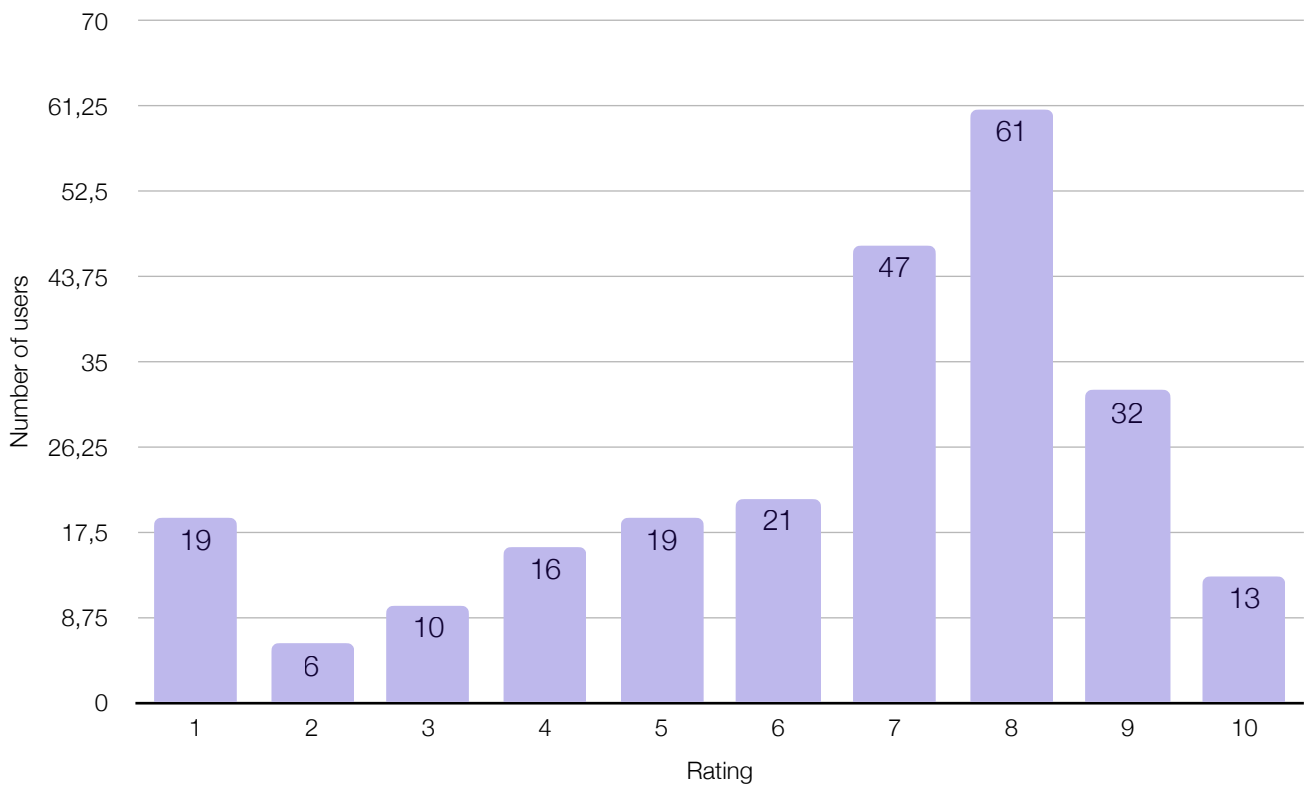
2.15.3. Participate actively in an internal team meeting in an active way



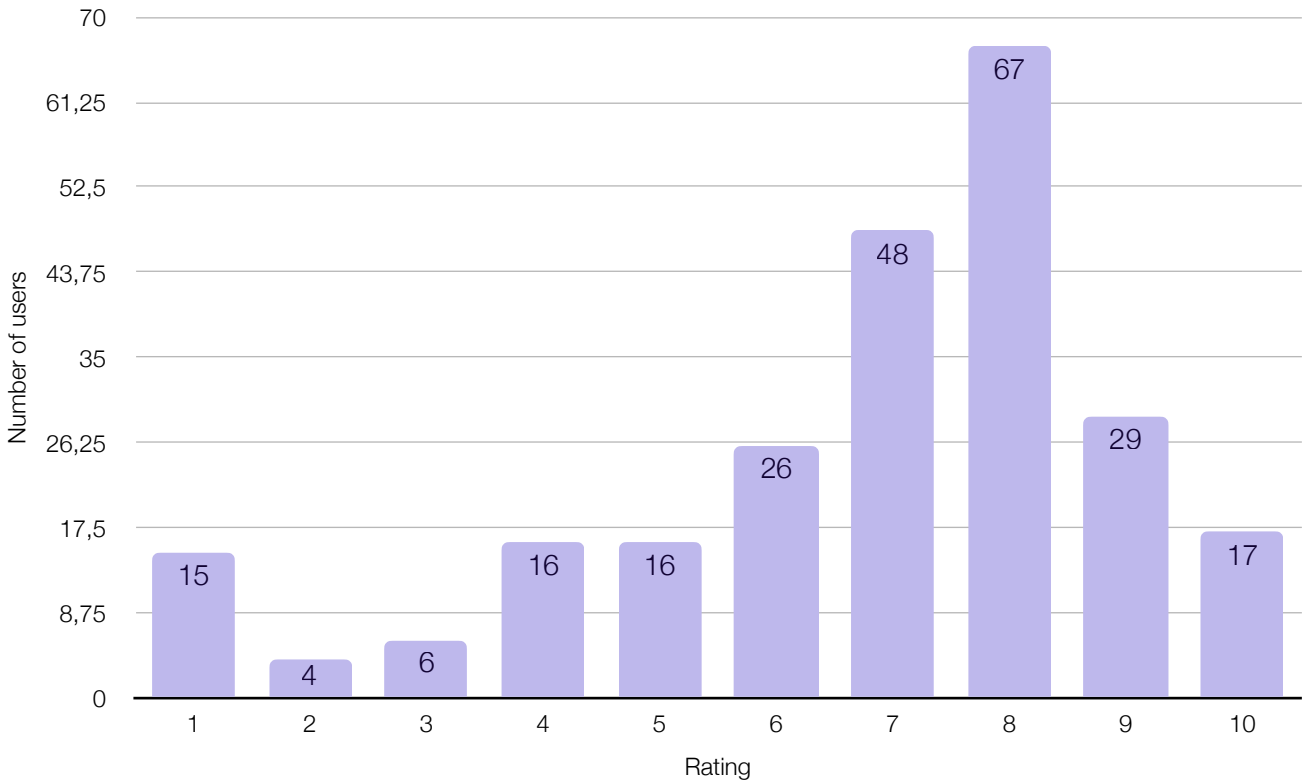
2.15.4. Understanding the company's payroll



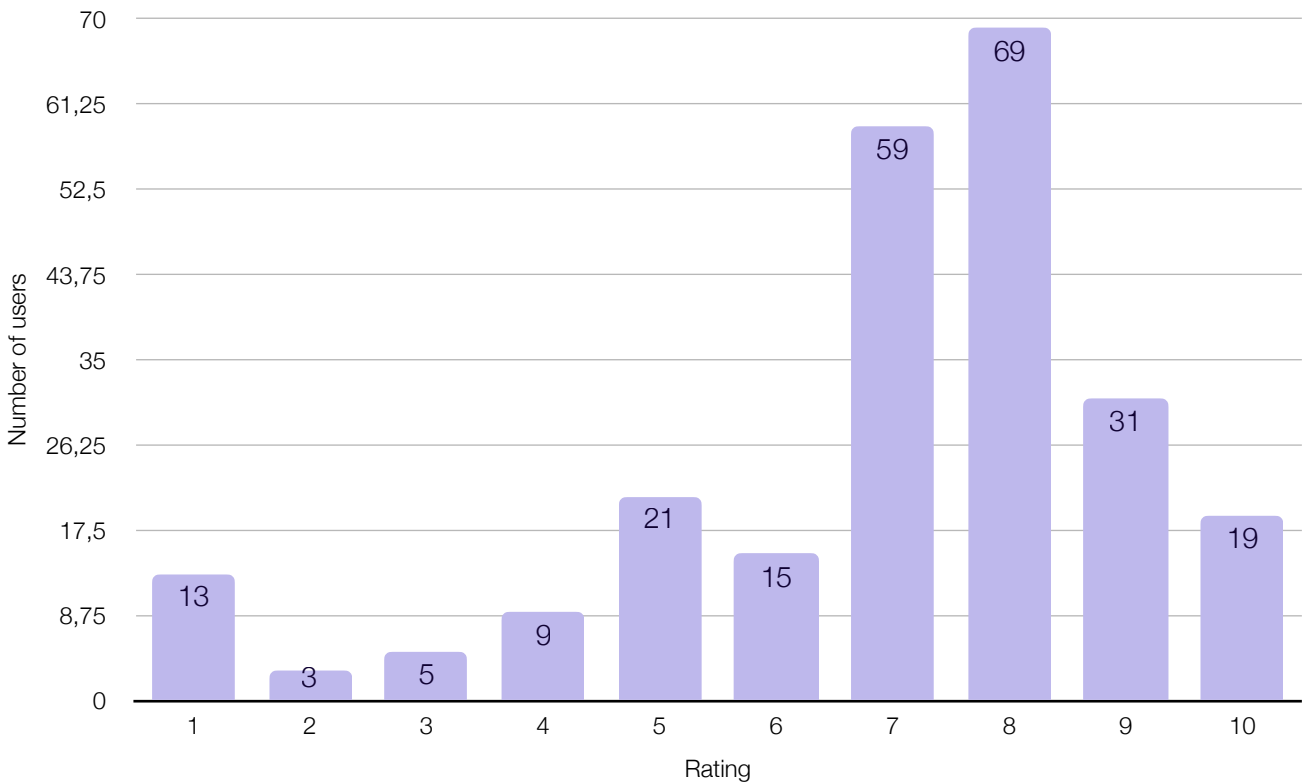
2.15.5. Manage a crisis



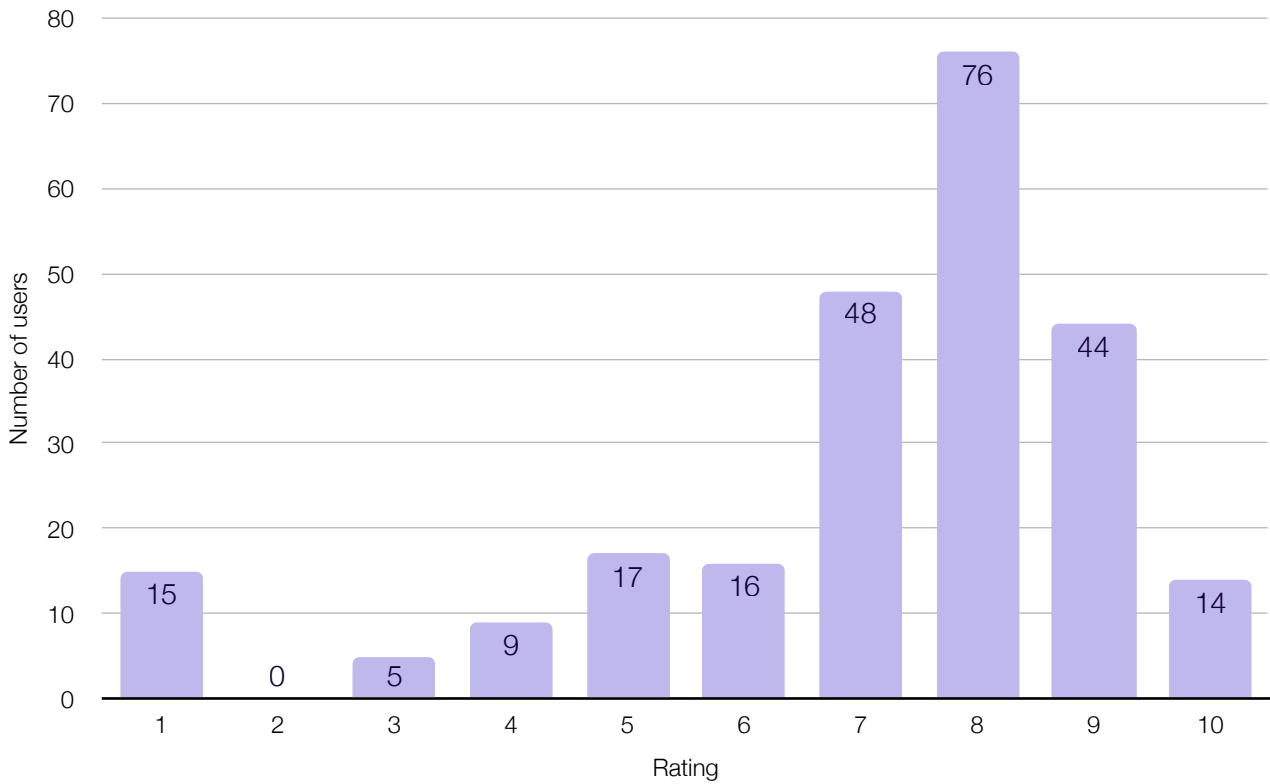
2.15.6. Understand the strategic objectives of the company



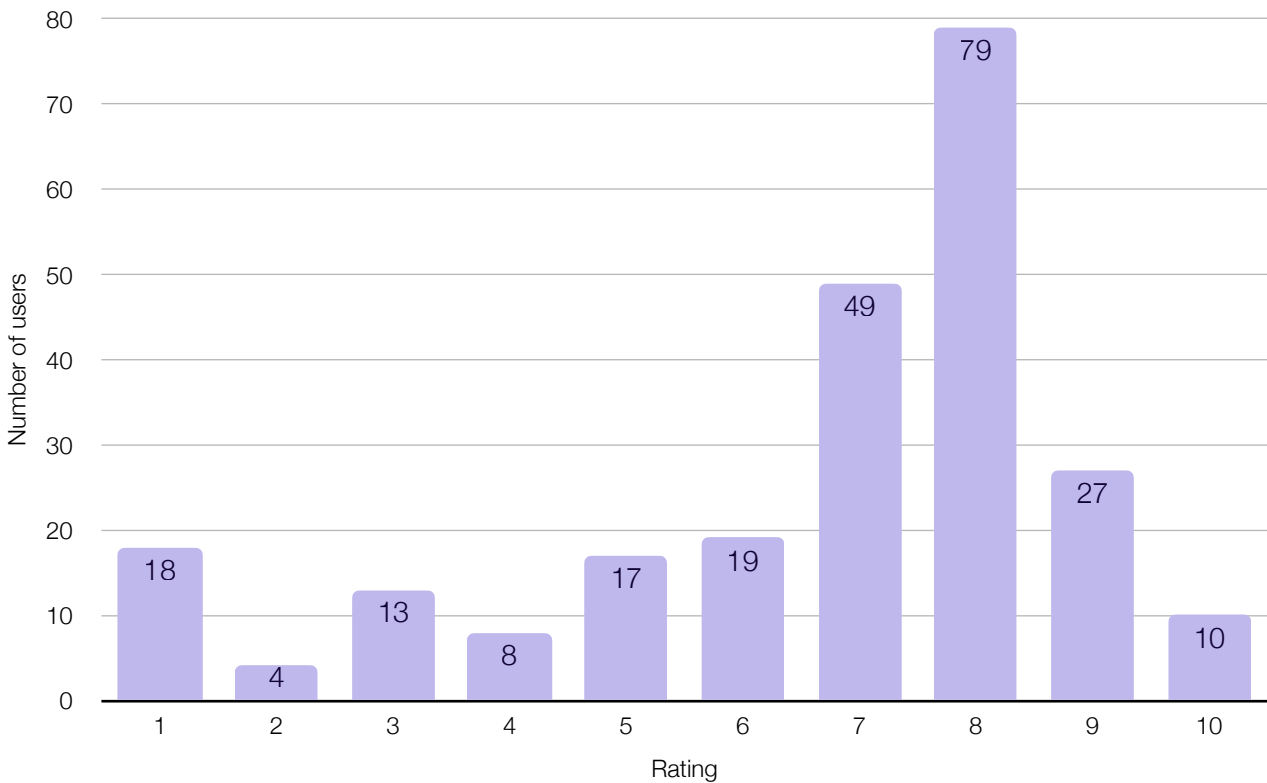
2.15.7. Prioritize its work autonomously



2.15.8. Assume a critique of its work



2.15.9. Writing a business proposal



2.16. Relevant comments

These are the comments provided by the respondents in a specific field on the form:

"Interesting survey! I appreciate the detailed questions about education, work experience, and job expectations. It's great to share my thoughts on these topics."

"The survey's questions about finding a job with little experience were thought-provoking. It made me reflect on the challenges and opportunities I might face."

"I found the section about workplace expectations quite relatable. It made me think about what I hope to experience in a new job."

"The survey's questions about training and preparedness in different job aspects made me consider areas where I might need more development."

"I liked how the survey explored confidence levels in various job tasks. It helped me gauge my own preparedness for certain work-related responsibilities."

3. INTERVIEWS

3.1. Interview with Daniel Sánchez

Daniel, a 23-year-old with studies in Multimedia Application Development, is currently unemployed and aims to begin a career. He had two years of work experience in a single company after completing his studies, which included compensatory educational courses due to the COVID-19 outbreak disrupting his practical training opportunities. These virtual courses were supplemental and provided him with some understanding of a work environment, aiding his entry into the job market.

He described feeling nervous during his initial job interview due to a lack of practical training but gradually became more relaxed as the interview progressed. Adapting to a large company was challenging initially, and he appreciated a colleague who guided him through his tasks, considering it a significant help.

While he didn't engage in volunteering, he participated in virtual courses offered by an agreement between his institute and a company, which provided valuable supplementary knowledge for his job entry. Daniel admitted being less familiar with the job application processes and interviews, as his previous employment was a direct offer from being enrolled in an employment pool.

Regarding workplace interviews, he felt initial nervousness but became more comfortable as the interview proceeded. However, he often questioned his performance afterward.

When discussing professional goals, Daniel expressed a desire to study a programming-related course to work in that field completely. He believed his prior work experience would serve as a strong foundation for his future career.

In hypothetical scenarios, Daniel discussed his expectations from superiors and problem-solving approaches in various situations, highlighting the importance of assertive communication and understanding between employees and supervisors.

Daniel highlighted reasons that could lead him to consider changing jobs within a few months, including project instability, work atmosphere, and salary.

He identified himself as a good worker following clear instructions and a sociable person contributing positively to team dynamics. However, he acknowledged limitations in direct client interaction and high-level responsibilities due to lack of experience.

In rating his abilities in specific workplace scenarios, Daniel acknowledged areas where he needs improvement, such as engaging in client meetings, active participation in internal team meetings, handling crises, setting priorities, and composing commercial proposals, citing these as areas where guidance and experience would be helpful.

3.2. Interview with Elena Cuevas

Elena, a 25-year-old with a degree in Psychology and multiple specialization master's degrees, is preparing for educational counseling examinations in schools. She previously had work experience during her university studies, completing an internship as an educational counselor in an educational center. During this time, she assisted students of various ages, providing guidance in learning processes, vocational decision-making, and conflict resolution. Elena also collaborated with teachers and parents to develop individualized intervention strategies and promote an inclusive educational environment.

Her initial work experience was a mix of excitement and fear. Despite feeling nervous, she seized every learning opportunity and realized the significance of communication and collaboration with colleagues. She embraced feedback as a means to grow and improve.

Apart from formal education, Elena engaged in courses and workshops related to educational counseling and the development of socio-emotional skills in young people. She also worked several days at AULA, assisting lost students, addressing their concerns, and providing guidance about their studies.

While not experienced in job interviews, Elena acknowledged their importance and expressed a willingness to learn and prepare adequately. She admitted potential moments of anxiety but emphasized the significance of prior preparation and confidence in overcoming insecurities during interviews.

She believed that recruiters primarily focus on relevant skills and social abilities in candidates who lack direct work experience. Elena aimed to become a highly trained counselor capable of aiding youths in their educational inclusivity.

In hypothetical scenarios, Elena highlighted the significance of empathetic feedback from superiors in case of client dissatisfaction and desired confidentiality and mediation skills from supervisors in personal or colleague-related issues.

Reasons for potentially changing jobs within three months included discrepancies between expectations and reality, problematic work environments, and limited professional growth opportunities.

Elena acknowledged her potential contributions to a company as being energy, enthusiasm, and a quick learning curve. However, she recognized the lack of experience and a professional network as areas for improvement.

Regarding crisis management, Elena's low self-assessment was based on her lack of practical experience but expressed her commitment to learning crisis management skills through her educational journey and professional development.

3.3. Interview with Eleana Colzani

Eleana Colzani, a 21-year-old without formal studies, shared her work experiences, mainly as a volunteer at a youth center in France. She emphasized the valuable aspects she aimed to gain from her initial job experiences: learning, networking, meeting new people, earning money, and exploring the world.

Her involvement in projects like Erasmus and volunteering stemmed from her dissatisfaction with a previous job. She highlighted the importance of gaining practical knowledge, team-building skills, communication skills, and other soft skills through such activities.

Despite participating in multiple interviews and experiencing different formats like video interviews, Eleana preferred face-to-face interactions, as they provide better insights and connections to secure her desired job. She stressed the significance of asking questions during interviews to clarify tasks and expectations.

Regarding the hiring process, Eleana believed recruiters consider various factors, including experience, appearance, attitude, personality, motivation, knowledge, what one brings to the company, and their expectations.

Her long-term career goals revolve around working in a managerial position or establishing her company. She recognized the value of every job as an opportunity to learn and manage money, emphasizing the importance of decision-making, loving what she does, and making an impact.

Eleana's expectations from superiors and coworkers in a job included cooperation, respect, effective communication, shared goals, and a balanced environment without negativity or competition.

Reasons that could prompt Eleana to change jobs within the first few months included the company environment, specifically mentioning issues like jealousy, competition, and lack of respect among colleagues.

She believed individuals with little or no work experience could bring innovation, new perspectives, motivation, creativity, and alternative problem-solving approaches to a company. However, she acknowledged the limitation in offering the confidence and decision-making abilities of an experienced professional.

3.4. Interview with Laura Pappa

Laura, a 19-year-old student without prior work experience, shared insights into her expectations and perspectives on entering the workforce.

Regarding her expectations from her first job experience, Laura aimed to gain practical experience to reduce anxiety and stress associated with working in new environments. She mentioned participation in youth cooperation services as her relevant extracurricular activity.

Though familiar with interviews for school-related matters, Laura expressed understanding about recruiters considering motivation and assessing what an individual can bring to the company.

Her long-term career aspiration was to work in cinema as a scenario director. She believed her initial job would help foster determination and passion towards achieving this goal.

Expectations from superiors and coworkers included being approachable, answering questions, and aiding her integration into the workplace.

Reasons that might prompt her to change jobs within the initial months included feeling uncomfortable, unsafe, or perceiving a lack of growth opportunities.

Laura believed that individuals with little work experience bring freshness and new perspectives to a company but might lack the proficiency or expertise derived from extensive work experience.

Regarding tasks assigned by a boss, she outlined an approach to preparing thoroughly for holding a meeting with a client, seeking input from coworkers when writing an email, asking questions and doing research during team meetings, seeking advice from the boss in conflicts, and focusing on compromise to resolve internal conflicts.

3.5. Interview with Yasin Barut

Yasin Barut, a 20-year-old student studying graphic design and volunteering, shared insights into his expectations and perspective on entering the job market.

Yasin hoped to gain contacts and techniques from his first job experience. He had not participated in any relevant extracurricular activities or volunteering related to a job.

Familiar with the application and interview process due to numerous interviews for school applications, Yasin believed recruiters primarily considered past experience and motivation during the hiring process.

He expressed concerns about the time commitment and remuneration for his first job. His long-term career goal was to become a nomad graphic designer, emphasizing the need to produce a lot and make contacts. Yasin also expected trust from superiors and compliance from coworkers in following his lead.

Reasons that could lead to changing his job within the initial months included dissatisfaction with the type of work assigned.

He believed that individuals like him, with little to no work experience, could bring a refreshing point of view but might lack contacts beneficial to the company.

If tasked with responsibilities such as holding a meeting with a client, writing an email, participating in team meetings, resolving internal conflicts, or writing a business proposal, Yasin expressed a need for guidance on the key matters to address. He would then prepare the necessary materials accordingly.

3.6. Interview with Mat West

Mat West, a 25-year-old with studies in administration and management, reflected on his aspirations and insights concerning his entry into the job market.

His primary aim in his first job, within the marketing department, was to gain working experience in the field.

He hadn't previously participated in volunteering or extracurricular activities but recognized their importance after his first job.

While not entirely familiar with the application and interview process, Mat highlighted the weightage recruiters place on experience, motivation, availability, accessibility, and factors like age and education level.

Initially, he had concerns before starting his first job but had resolved them by then.

His long-term career goal was to acquire office work experience, which led him to join an advertising company, demonstrating a willingness to learn across various sectors.

Mat expected respect, openness, equal communication among superiors and coworkers, fostering a helpful and positive environment conducive to learning.

Regarding reasons that might prompt him to change a job in the early months, he emphasized the importance of a well-functioning team without communication problems or disrespect.

He believed individuals with little or no work experience bring an open-mindedness to learning and are respectful, contributing positively to team development.

However, he thought they might lack high technical skills and might be reluctant to make significant decisions due to fear of making mistakes.

When describing how he'd approach assigned tasks such as holding a meeting with a client, writing an email, participating actively in an internal team meeting, leading conflict resolution within the team, and writing a business proposal, Mat stressed the importance of adapting to the client's needs, being respectful, actively participating in meetings, and carefully handling internal conflicts by listening to all perspectives before deciding. He felt less certain about writing a business proposal, suggesting the need for a clear idea before beginning.

3.7. Interview with Polina Vulovic

Polina Vukivic, a 23-year-old recent graduate seeking a job related to her field of study, shared her perspectives on job expectations and her future career goals.

Her primary aim from her first job is to gain a deep understanding of the work environment and to gather experience in her preferred field.

Polina has a background in internships and voluntary work in project management, demonstrating her commitment and interest in her field.

While she feels fairly familiar with the application and interview process, Polina noted that recruiters may vary in their focus, sometimes prioritizing adherence to templates and procedures over talent.

She expressed a mix of concerns and readiness when starting a job, emphasizing the need to align her desired job role with her energy level, responsibilities, and communication dynamics within the team.

Her long-term career aspirations include being successful in a chosen career, potentially starting her own business, and using her first job as a foundation to understand the basics of the industry.

From her superiors and coworkers, Polina expects respect, motivation, support, and values soft skills as much as experience.

Reasons that could prompt her to change a job early include lack of development opportunities, respect, and communication issues within the company.

She believes individuals like her, with little work experience, can bring inspiration, eagerness to learn, and a fresh, creative perspective to a company.

Polina briefly described how she would approach tasks if assigned by her boss, such as holding a client meeting (focused on understanding and communication), writing an email to a client (adapting to the company's style), active participation in internal team meetings, and leading conflict resolution (prioritizing respect and open communication). However, she felt unsure about detailing how she would write a business proposal.

3.8. Interview with Marina Papathanas

Marina, a candidate with limited work experience, aims to gain valuable insights and references for her CV from her first job. She lacks significant extracurricular involvement but has some exposure to 'fake interviews' at school and ESC volunteer interview processes.

Regarding the hiring process, Marina believes recruiters consider experience, personality, and potential. She is uncertain about the specific qualifications needed to secure a job and finds conflicting opinions useless.

Her long-term career goals involve testing her career path through her first job, desiring to work, create, feel useful, and manage projects effectively. Respect is key for her in relationships, especially in a professional context.

Marina would consider changing jobs early due to a lack of trust, respect, or humanity in the work environment. Despite her limited experience, she believes she can bring energy, motivation, new ideas, and a trainable attitude to a company. However, she acknowledges limitations in her knowledge and experience.

For tasks like client meetings, email writing, active participation in meetings, conflict resolution, and business proposal writing, Marina seeks guidance and clarity on expectations to perform effectively. She emphasizes the importance of clear direction and preparation for tasks assigned to her.

3.9. Interview with Leonidas Koukos

Leonida seeks work experience and aims to enhance professional communication skills through their first job. They haven't participated in relevant extracurricular activities but acknowledge their potential value in job searches.

They claim familiarity with the application and interview process, emphasizing that recruiters consider various factors like appearance, body language, speech, and more during hiring assessments.

Regarding long-term career goals, Leonida humorously expresses a desire to become a quick multi-millionaire to avoid working.

When asked about expectations from superiors or coworkers in a job, Leonida indicates having no expectations toward unfamiliar individuals.

In terms of reasons for changing jobs, they cite interpersonal issues with bosses or coworkers. Regarding contributions to a company with limited work experience, Leonida believes it depends on the nature of the job. However, they acknowledge the limitations of contributing to unfamiliar tasks.

For specific tasks like client meetings, email writing, active participation in meetings, conflict resolution, and business proposal writing, Leonida admits uncertainty in their approach, indicating a lack of clear strategy or knowledge on how to handle these tasks.

4. INTERVIEW CONCLUSIONS

4.1. Daniel Sánchez

Young man of 23 years old with studies in Multimedia Applications Development. He is currently unemployed; wants to start studying for a career.

The interviewee possesses two years of work experience, beginning just before the COVID-19 outbreak. Due to the pandemic, practical training was unfeasible, leading him to pursue educational courses instead. His initial job experience was nerve-racking, but he gradually adapted with assistance from a colleague. These virtual educational courses, facilitated via an institute-company agreement, aided in his job preparation. Despite his initial nervousness, he feels comfortable post-interviews. Aspiring to study programming, he regards his prior work as a strong foundation. However, he feels uncertain about handling client meetings and active team participation due to his limited experience.

Skills that Daniel thinks that are needed for a job: Improved communication with clients, stronger assertiveness in meetings, crisis management skills, enhanced prioritization abilities, professional proposal writing.

4.2. Elena Cuevas

25 year old young woman with university studies in psychology and several masters of specialization. She is currently preparing for a competitive examination to become educational counselor in schools and institutes.

During her university studies, the young woman engaged in practical experiences as an educational counselor, working closely with students of various ages, providing academic guidance, vocational decision-making support, and conflict resolution. She actively participated in relevant courses and workshops focused on emotional intelligence and conflict resolution. Although lacking direct interview experience, she expressed a willingness to learn and prepare effectively for future opportunities. Her commitment to learning from initial job challenges and her readiness to apply theoretical knowledge practically were evident throughout the interview.

Skills that Elena thinks that are needed for a job: Demonstrated skills in educational counseling, professional development, handling insecurities.

4.3. Eleana Colzani

A 21-year-old with no formal studies that has gained some work experience as a volunteer at a youth center in France. Her aspirations for a job include acquiring experience, networking, earning money, and exploring the world.

Eleana Colzani, a participant in Erasmus projects, highlighted the invaluable soft skills and knowledge acquired through these endeavors. She exhibits familiarity with the interview process, expressing a preference for physical interviews to better comprehend job roles. Eleana believes recruiters consider several factors, including experience, appearance, attitude, personality, motivation, knowledge, and expectations. She perceives each job as a learning opportunity contributing to her long-term career aspirations, aspiring to a managerial role or establishing her own company. In her work environment, Eleana prioritizes cooperation, effective communication, and a positive ambiance over competitiveness or jealousy. She acknowledges that individuals with limited experience, like herself, can offer fresh ideas, innovation, motivation, and a unique perspective to a company while recognizing constraints in decision-making and confidence compared to seasoned professionals.

Skills that Eleana thinks that are needed for a job: Communication, team building, and interpersonal skills, adaptability, work ethic, bringing new ideas, creativity, and a fresh perspective to problem-solving and decision-making.

4.4. Laura Pappa

Laura Pappa, a 19-year-old student with no prior work experience, expresses her aspirations and perspectives about entering the job market.

Laura expressed a desire to alleviate anxiety associated with new work environments by gaining initial work experience. Her involvement in youth cooperation services reflects her engagement in extracurricular activities potentially relevant to a job. Although familiar with interviews for school purposes, Laura emphasized the importance of motivation for recruiters, highlighting the mutual value exchange between a candidate and the company. Her long-term ambition of becoming a scenario director in cinema is underpinned by her expectation that her initial job experience will imbue her with determination and passion. Laura articulated expectations of kindness, support, and integration readiness from her superiors and colleagues. While considering potential job changes if she feels unsafe or unproductive, she believes her unique perspective will bring a sense of freshness to the workplace. However, she acknowledged limitations in delivering flawless performance due to her limited work

experience. In response to hypothetical work tasks, Laura detailed a systematic approach involving preparation, collaboration, research, advice-seeking, and conflict resolution through compromise.

Skills that Laura thinks that are needed for a job: Adjusting to new environments and responsibilities to minimize stress in unfamiliar settings, motivation, determination, and problem solving.

4.5. Yasin Barut

Yasim Barut, a 20-year-old male studying graphic design, provided insights into his expectations and goals during the interview.

He aspires to gain contacts and technical skills from his initial job experience. Although he hasn't volunteered, Yasim is acquainted with the application and interview processes due to prior school interviews. When asked about what recruiters consider during the hiring process, he highlighted past experience and motivation as crucial factors. Yasim expressed concerns about work hours and compensation for his first job. His long-term goal is to become a nomad graphic designer, stressing the need for production and networking. He expects trust from superiors and responsiveness from coworkers. Yasim indicated that disliking the type of work assigned could prompt a job change. With little experience, he believes he brings a refreshing perspective but acknowledges a limitation in contacts. Regarding task approach, Yasim mentioned a desire for guidance in client meetings and emphasized preparation in communication tasks, team participation, conflict resolution, and proposal writing.

Skills that Yasin thinks that are needed for a job: Ability to effectively communicate with clients, team members, and superiors, networking and creative thinking.

4.6. Mat West

In the interview with Mat West, a 25-year-old with studies in administration and management, he aimed to gain working experience, particularly within the marketing field.

Initially, he didn't participate in extracurricular activities but later recognized their importance post his first job. Mat perceives experience as a critical aspect in recruitment, alongside factors like motivation, availability, accessibility, and age. His main goal was to acquire office

work experience, leading him to join an advertising company where he seeks to excel in various sectors. He expects respect, openness, and horizontal communication from superiors and coworkers, emphasizing the significance of a conducive work environment. Mat values the fresh perspective and teachability of newcomers and believes they contribute positively to team development. However, he acknowledges limitations in making significant decisions due to minimal work experience. When it comes to tasks like client meetings, emails, internal team meetings, conflict resolution, and business proposals, Mat emphasizes preparation, adaptability to different client needs, and active participation in internal team discussions.

Skills that Mat thinks that are needed for a job: Adaptability, general knowledge, communication, reachability, openness and patience.

4.7. Polina Vukovic

Polina Vukovic, a recent graduate seeking a job in her field of study, desires to gain practical experience and a thorough understanding of the work environment. Having engaged in internships and voluntary work in project management, she possesses relevant experience.

Polina is familiar with the job application and interview process, acknowledging the recruiter's focus on finding the right fit for a role. She values mutual respect, motivation, and soft skills from both superiors and coworkers. Her long-term career goal involves starting her own businesses. Polina believes that individuals like herself, lacking experience, bring inspiration, eagerness to learn, and creativity to a company. She approaches tasks with openness, asking questions, expressing opinions, and maintaining clear communication. Her approach to conflict resolution involves open communication, emphasizing the importance of separating personal from professional matters. Regarding writing a business proposal, she stresses the importance of having a clear opinion and writing fearlessly.

Skills that Polina thinks that are needed for a job: A Practical experience, communication skills, leadership, Respect and some soft skills.

4.8. Marina Papathanasiou

Marina, a young woman venturing into her first job experience, aims to acquire practical knowledge, valuable experience, and credible references for her CV. She studied Physical sciences and she volunteer as a trainer part-time.

Her familiarity with the application and interview process is limited to simulated school interviews and volunteer interviews. She emphasized the recruiter's considerations, highlighting experience, personality, and potential as crucial factors. Concerns were raised about the diverse opinions and experiences in the job market. Long-term career aspirations involve exploring a career path that aligns with her interests, with the first job acting as a litmus test. Respect was underscored as pivotal in professional relationships, particularly in the workplace. She would consider changing jobs due to a lack of trust, respect, or humane treatment. She believes she can contribute energy, motivation, fresh ideas, and proactive approaches to tasks but acknowledged her lack of experience as a potential limitation. The interviewee prefers guidance when approaching hypothetical tasks, emphasizing a need for clarity and direction in various professional scenarios that may arise in a job setting.

Skills that Marina thinks that are needed for a job: Adaptability, creativity, proactivity for the tasks, empathy in order to understand others' people perspective, research and preparation.

4.9. Leonidas Koukos

Leonidas Koukos, an 18-year-old Agriculture student, is seeking work experience to enhance his communication skills in a professional setting. Although he hasn't engaged in relevant extracurricular activities, he acknowledges their potential in aiding job searches.

Leonidas is familiar with the application and interview processes, emphasizing recruiters' attention to appearance, speech, and demeanor. Expressing long-term aspirations of achieving substantial wealth swiftly, Leonidas currently has no concerns about starting his first job. He remains uncertain about expectations from superiors or coworkers, expressing that people could potentially influence his job satisfaction. His decision to change jobs might stem from his interactions with colleagues or managers. Regarding his contributions to a company, he believes it varies depending on the job at hand. Acknowledging his lack of experience, he feels unable to contribute substantially to unfamiliar tasks. When prompted to describe approaches to certain tasks, he expressed uncertainty in outlining specific strategies.

Skills that Leonidas thinks that are needed for a job: Work experience and better communication abilities.

5. GENERAL CONCLUSIONS

- I. We realised that a consistent emphasis was placed on the paramount importance of practical work experience and the development of soft skills. Young individuals highlighted the need for practical experience to complement theoretical knowledge, recognizing it as instrumental in their career growth. Additionally, soft skills such as communication, teamwork, adaptability, and problem-solving were underscored as crucial attributes essential for success in their professional endeavors. This collective emphasis signifies a strong awareness among the youth of the significance of a well-rounded skill set beyond academic qualifications.
- II. It appears to be a clear divergence between the aspirations expressed by the youth and the approach articulated by companies regarding guidance, mentorship, and fostering supportive work environments. The young interviewees consistently emphasized their need for guidance to navigate the intricacies of the job market and sought mentorship to facilitate their professional growth. Conversely, while companies acknowledge the significance of training as part of the employment process, their emphasis appears to be more on job-oriented training rather than a comprehensive scope of mentorship. This discrepancy underscores a potential gap between the expectations of young individuals entering the workforce and the current training practices adopted by companies.

After conducting interviews with young individuals entering the workforce, several critical aspects emerged. These aspects are pivotal in understanding the needs, aspirations, and concerns of this demographic as they step into the professional world:

- I. Young individuals entering the workforce commonly express a strong **desire for guidance, mentorship, and supportive work environments**. They seek guidance to navigate the complexities of the job market and aspire to find mentorship to aid their professional development. However, companies often prioritize training in the job process rather than emphasizing ongoing mentorship.
- II. There's a recognized **emphasis** among young individuals on **gaining practical work experience** from their initial job opportunities. They acknowledge the importance of **practical learning** and **skill development** as they take their first steps into the

professional world. Engaging in extracurricular activities or volunteering is seen as beneficial for enhancing their resumes.

- III. Young job seekers generally demonstrate preparedness in handling the job application and interview process. They exhibit **awareness of the various factors recruiters** consider during selection, such as appearance, body language, and communication skills.
- IV. There is significant diversity in the long-term career aspirations of young individuals entering the workforce. While some aimed for swift **financial independence**, others prioritized **fulfilling career paths** involving creativity and project management. This diversity underscored the range of aspirations within this demographic.
- V. **Respect within the workplace** emerges as a critical concern for many young job seekers. They emphasize **the importance of nurturing a respectful and professional work culture** valuing all contributors. Additionally, concerns are expressed about conflicts potentially leading to job changes, highlighting the significance of fostering a harmonious work environment.
- VI. Collectively, young individuals entering the workforce exhibit **adaptability** and **eagerness to learn on the job**. They showcase a pragmatic approach to early career experiences, recognizing the value of work experience and understanding key considerations in the job market.

YOUTH & EMPOWERMENT

