

THE GREAT RESET – CHALLENGES, CONCEPTS AND OPPORTUNITIES

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Abstract. *Is it possible to have a "reset" button? - Klaus Schwab, together with Thierry Malleret, raises this issue. Are we starting with the idea that "A Great Reset" is a conspiracy theory and that people will be against this idea of being controlled? Or is "The Great Reset" just a transformation into a new order, where life will become more "sustainable"? The Great Reset applies a set of economic and social policies that will try to make the world recover after Covid into a better, fairer, and more sustainable environment in the future. Conspiracy or not, the Great Reset may be perceived as unintentional and disruptive to the world economy. One fact is certain: the Covid crisis has brought a "reset" to the economic environment by digitizing it and adapting to the new economic, technological, and social environment. The proposed study will analyze the reaction to some components of "The Great Reset" of the actors: economic agents, teachers for the Economics schools, and the pupils / students involved. Among the elements pursued in the research are: success factors in the pandemic, opportunities / challenges, information on investments, the level of digitalization and aspects of globalization, technology transfer, the jobs of the future, and the necessary skills, etc.*

Keywords: *Covid, digitalization, future jobs, globalization, great reset, technology transfer*

Introduction

"Great Reset" seems to be the latest. The concept was coined by German economist Klaus Schwab, founder of the World Economic Forum (WEF), held in Davos each year. In the July 2020 book "COVID-19: The Great Reset," he and his French coauthor Thierry Malleret describe Covid-19 as an "opportunity" to "reset" the world. This new reality would be "greener, smarter, fairer," avoiding the "systemically interdependent" risks of climate change, biodiversity loss, and ecosystem collapse. Already, the pandemic has led to "polarization, nationalism, racism, and increased social unrest and conflict." (Schwab & Malleret, 2020) The authors posit that these challenges must be addressed from a systemic perspective. The International Monetary Fund and companies like Microsoft

have joined the trend. The United Kingdom's Prince Charles thinks we need a "new Marshall aid plan for nature, people and planet" and "a shift in our economic system" toward "sustainable inclusive growth." According to the book, Covid recovery funds should be channeled into green stimulus measures – which they frequently are, for example, in the European Union. The authors also discuss growth and stagnation, fiscal and monetary policies, and geopolitical challenges, treading a fine line between prediction and prescription. The associated podcast series is more openly prescriptive.

"The World Economic Forum was not simply Klaus Schwab's invention, but was born out of a CIA-funded Harvard program led by Henry Kissinger and brought to adulthood by John Kenneth Galbraith and the "real" Dr. Strangelove, Herman Kahn. This is the amazing story behind the real people who recruited Klaus Schwab, helped him create the World Economic Forum, and taught him to stop worrying and love the bomb.

(...) My research indicates that the World Economic Forum is not a European creation. In reality, it is instead an operation that stems from the Kennedy, Johnson, and Nixon-era public policies of American politics; all of them had links to the Foreign Relations Council and the associated Round Table Movement, with a supporting role played by the Central Intelligence Agency (CIA).

Three extremely powerful and influential men, including Kissinger, led Klaus Schwab to their ultimate goal of complete global domination aligned with the American Empire through the creation of social and economic policies. In addition, two of these men were at the center of manufacturing the ever-present threat of global thermonuclear warfare. Examining these people through the broader context of the geopolitics of the period, I will show how their paths in the 60s would intersect and intertwine, how they recruited Klaus Schwab through a CIA-funded program, and how they became the real driving force behind the creation of the World Economic Forum.

By the late 1960s, John K. Galbraith and Henry A. Kissinger had become considered two of the most important lecturers, authors, and educators in America. They were also emeritus at Harvard, Galbraith a professor of economics, and Kissinger as a professor of government administration. The two men focused on creating foreign policies for America and the newly developing Europe.

Kissinger would introduce Klaus Schwab to John Kenneth Galbraith at Harvard, and as the 1960s ended, Galbraith helped Schwab transform the World Economic Forum. Galbraith would come to Europe with Herman Kahn to help Schwab convince the European elite to support the project. (contramundum.ro). Schwab's technocratic movement depends on the successful development of innovative technologies that will push us toward a vision manufactured largely in 1967. But what Schwab seems to ignore, forcing this futuristic agenda on all of us, is that many of Kahn's predictions have also been combined with warnings about the dangers that will be created by future technological advances.

The Great Reset is written and published in the midst of a crisis whose consequences will unfold in many years to come. No wonder we all feel somewhat amazed - a feeling so understandable when an extreme shock strikes, bringing the unsettling certainty that its results will be both unexpected and unusual. Albert Camus captures this strangeness well in his 1947 novel "The Plague": "However the changes were, in a sense, so fantastic and were made so precipitously that it was not easy to consider them as likely to be

permanent." Now that it has been unimaginable to us, what will it be like to happen next, immediately after the pandemic and in the foreseeable future?

If we look at the history of the Davos conferences, the current "Great Reset" fits into the pompous headlines and grand goals that this event has accustomed us to. In this sense, the same journalist reminds us about "Shaping the Post-Crisis World" (2009), "Rethink, Redesign, Rebuild" (2010), "The Great Transformation" (2012) or "Creating a Shared Future in a Fractured World" (2018).

Despite all these spectacular headlines, the consequences were not in the least to match, on the contrary, occasionally, society moved in opposite directions to the expected one. Even though hundreds of millions of people have been lifted out of poverty, global economic polarization has increased, with the wealth of a minority elite continuing to grow much faster than the rest of the population.

Companies, driven solely by the criterion of profitability, have turned to the largest markets and cheaper labor, leaving behind a poorer and more alienated Western middle class, a deepening social tensions and frustrations.

Inequality and poverty

Piketty is a French economist and renowned professor in the contemporary era who became highly regarded for the volume published in 2013 "Capital in the Twenty-First Century", where he criticized the neoliberal policies that led to a sick increase in economic inequality. He believed that any human society must somehow justify inequality, otherwise, all social and political edifices could collapse. The West must provide a viable explanation for the inequality of the last four decades, and this is where attempts have been made to propagate the anti-corruption experiment. According to studies, 100 years after the French revolution, income inequality was more pronounced than before this historical event. The author also shows how the West took a different route after implementing the policies promoted by Reagan or Thatcher, the '80s being the beginning of the phenomenon of modern inequality. In 2018, the top 10% of the population held 54% of the National Income in sub-Saharan Africa, 56% in Brazil, 48% in the US, and 34% in Europe. Looking at this data, it is clear that a less favorable model for the rich would have brought more benefits in reducing poverty. In fact, the distribution of economic growth is essential in the fight against inequality. The wealth of the richest 1% in the world has increased 4 times more in the last 40 years, compared to the cumulative economic growth in this range. Piketty points out that the reduction of inequality in the twentieth century was caused by the progressive tax system, much criticized over the last 20 years by the great economists in the hands of multinationals. It should be known that the transition from the ternary society to that of owners was also a cumbersome and complicated process, which aroused phenomenal changes at the social level.

It is obvious that the economy operates more effectively under the domination of the private sector, but no one can dispute that the excesses of corporations require a theoretical revision at the level of the economic system.

Between opportunities - concepts, and paradigms

An interdependent world is a systemic world with deep connectivity, where all risks affect each other through a network of complex interactions. Under such conditions, the

statement that the economic risk will be limited to the economic sphere or the environmental risk will not have repercussions on the risks of others of a nature (economic, geopolitical, and so on) is no longer sustainable. We can all think of the economic risks that turn into political (such as the sharp rise in unemployment, leading to social unrest), or the technological risks that move into social ones (such as the problem of tracking the pandemic on mobile phones causing a social reaction). When considered isolated, individual risks – economic, geopolitical, social, or environmental – give a false impression that they can be contained or mitigated; in real life, systemic connectivity shows that this is an artificial construct. In an interdependent world, risks amplify each other and, in doing so, have cascading effects. That is why isolation cannot rhyme with interdependence and interconnectedness.

The shock that the pandemic has caused the global economy has been more severe and occurred much faster than anything else in recorded economic history. Even in the Great Depression of the early 1930s and the Global Financial Crisis of 2008, it took several years for GDP to contract by 10% or more and for unemployment to rise above 10%. In the pandemic, disaster-type macroeconomic outcomes - particularly, the rise in unemployment levels and the fall in GDP growth- happened in March 2020 in just three weeks. COVID-19 has caused a crisis in both supply and demand that has led to the deepest dive on record for the global economy in over 100 years. As the economist, Kenneth Rogoff warned: "It all depends on how long it lasts, but if it lasts a long time, it will certainly be the mother of all financial crises. (Goodman, 2020)

At various times between February and May 2020, when they were trying to shut down the pandemic, governments around the world made a deliberate decision to shut down much of the world's economies. This unprecedented course of events has brought about a fundamental change in how the world economy works, marked by a sudden and unsolicited return to a form of relative autarchy, with each nation trying to move towards certain forms of self-sufficiency and a reduction in national and global production. The impact of these decisions seemed all the more dramatic because they primarily targeted service industries, a sector traditionally more immune than other industries (such as construction or production) to cyclical fluctuations in economic growth. As a result, the services sector, which is by far the largest component of economic activity in any developed economy (about 70% of GDP and more than 80% of employment in the US) has been hit the hardest by the pandemic. It has suffered other distinctive features: contrary to production or agriculture, lost service revenues have disappeared forever. They cannot be postponed because the service companies do not have stocks or raw materials.

When it was published in 2016, the Fourth Industrial Revolution stated that "Technology and digitalization will revolutionize everything, making the adage overused and often poorly used "this time it is different". Simply put, major technological innovations are on the verge of fueling important changes around the world." Technological progress has moved impressively fast in the four short years since then. Artificial intelligence is now around us, from drones and voice recognition to virtual assistants and translation software. Our mobile devices have become an integral and permanent part of our personal and professional lives, helping us on many different fronts, anticipating our needs, listening to us, and locating us, even when they are not asked to do so ... Automation and robots are reconfiguring the way companies work with amazing speed and returns on an unthinkable scale just a few years ago. Innovation in

genetics, with synthetic biology now on the horizon, is also interesting, paving the way for innovative healthcare developments. (Holmes, 2020).

In short, the speed and scale of the Fourth Industrial Revolution were and continue to be remarkable. The big reset argues that the pandemic will further accelerate innovation, catalyzing the technological changes already underway (comparable to the exacerbating effect it has had on other domestic and global issues) and "turbocharge" any digital business or the digital dimension of any business. It will also emphasize one of the biggest social and individual challenges of technology: privacy.

With the economic emergency responses to the pandemic, one can seize the opportunity to make institutional changes and policy choices that will put economies on a new path to a fairer, greener future. The history of the radical rethinking us in the years following World War II, which included establishing the Bretton Woods institutions, the United Nations, the E.U., and the expansion of welfare states, shows the scale of possible change. This raises two questions: 1) How should the new compass be for tracking progress? and 2) What will be the new drivers of an inclusive and sustainable economy?

BRICS – strategic vector of the future

To get here, China and Russia made great sacrifices. They have swallowed Western arrogance for years, hoping that the day will come when they will sit down at the negotiating table. We believe that this day has come... while the West has remained with Facebook and the ridiculous media manipulations, the emerging states led by China and Russia have prepared their pieces for the future. Other important global leaders in the resource market have also been welcomed into the wider circle. The BRICS controls both today's and tomorrow's resources represented by rare metals. The EU is so strategically backward that it speaks of the green revolution without having the necessary resources. You can not talk about the Green deal and electric cars, given that the battery market is dominated by Chinese firms. Although gas and oil are a topic, in 10 years time we will be looking at photovoltaic panels and cars in front of the house waiting for containers full of components from China.

The big reset – or strategic planning of the future in a few ideas: China has bought over 7 million hectares worldwide in the last 20 years, while the US and the UK have acquired together somewhere in half. The Great Asian power owns about 9% of Ukraine's fertile land. Autocratic leaders know that without food and existential resources, any political system collapses like a domino. In this regard, food prices increased by 18% in 2022, the largest increase in the last 50 years. The pandemic has shown us that freedom is worth as much as a grain of rice for the evolved individuals of the West. The lesson that BRICS representatives know by heart is that people do not care about freedom. It is an invented and mystified concept, in reality, only a minority understands and appreciates this landmark. The real problems arise when the economic system no longer provides predictability and food resources. Western leaders are not prepared for cold or exorbitant food prices.

Methodology

At the micro level, that of industries and companies, the Great Reset will involve a long and complex series of changes and adaptations. When faced with it, some industry leaders and senior executives may be tempted to associate reset with restarting, hoping to return to the old normal and restore what has worked in the past: traditions, tested

procedures, and familiar ways of doing things — in short, a return to business as usual. This will not happen.

The study represents *two socio-statistical surveys*. The community investigated in these researches comprises teachers and students / pupils.

The research method planned for the collection of empirical data used the questionnaire as a research tool, without any doubt", being the most commonly used method, the method that many authors consider to have dominated and still dominates the socio-human space – with online administration on the Google Workspace platform – Google Forms. The data collection was carried out between February and May 2022, a total of 250 of which only 234 were distributed and collected after checking the accuracy of the data.

The research unit and also the survey unit are represented by 74 companies, respectively 234 individuals (of which 92 teachers and 142 pupils and students).

2 questionnaires have been designed:

The first questionnaire was addressed to the business environment.

The questionnaire contains 15 questions, logically related to each other, which aim to obtain the primary information necessary for the study, with a minimum level of possible errors. The questionnaires are mainly made up of closed questions that allow the quantification of the researched phenomena according to the scale used (Likert), which are structured on 4 large topics aimed at: the effect on the company's financing, the technologies in the business environment, the economic challenges and the trades of the future.

The second questionnaire is addressed to educational experts / teachers, and pupils. This questionnaire also contains a number of 16 questions structured on 3 important topics, namely: the changes imposed by the pandemic in the business environment, digitalization in the context of increasing globalization, and the trades of the future.

The questionnaires were applied in a pilot study that tested their effectiveness and followed the concise formulation of the questions to prevent errors due to the faulty conception of the questionnaire.

They were distributed through self-administration online, on various social networks between February and May 2022.

The response rate was 100%.

The samples were drawn up on the basis of the random sampling method, on the principle of ensuring equal opportunities for all subjects regarding inclusion in the sample. A number of 234 people and 74 persons were interviewed through legal representatives, so it would be possible to extrapolate the results to the level of the investigated population within the limits of a sufficiently small error. The research carried out has essentially a qualitative and not a quantitative purpose, it was not intended to ensure statistical representativeness but rather to obtain a basis of analysis that would allow the outline of guidelines regarding the changes imposed by the pandemic.

This study aims to identify the main factors influencing globalization in the pandemic and post-pandemic context.

Starting from the aspects highlighted above, within the literature, we considered it relevant for our exploratory study to answer the following questions:

1. What will define the new normal of a post-coronavirus business landscape?
2. Is there a cross-cutting approach between technology education and the economic reset of the future?
3. How will companies find the best possible balance between past success and the foundations now needed to succeed in the post-pandemic era?
4. What skills and abilities do you need to acquire in the context of the great socio-economic recovery?
5. What are the important aspects of globalization with the global economic context in mind?
6. What skills will be sought in the conditions of the great economic reset in the labor market?

Objectives:

1. Identifying the factors of success/ failure in developing the business in the pandemic context.
2. Identify development opportunities for the great economic reset.
3. Formulating forecasts/predictions regarding the revolutionization of new technologies and highlighting global digitalization.
4. Identifying new trends in employability / the trades of the future
5. Identification of parameters for future generations' development of (competencies, and abilities) in the context of the great social-economic reset.

In the undertaken quantitative study, *the statistical hypotheses* were:

H1. More than 50% of Romanian companies mentioned success factors were the use of telework, and the implementation of good health protection.

H2. More than 40% of Romanian companies improve the current model used.

H3. More than 50% of economic operators say they will improve the current model. It also goes towards investments in human resources (training, motivation, etc.) and digitalization.

H4. More than 60% of teachers, pupils, and students agree to put social intelligence novel and & adaptive thinking, and computational thinking at the bottom of the rankings.

H5. More than 50% of teachers (73.91% versus 23.94%) believe education is the main way young education can prepare for future jobs.

H6. Less than 50% of the respondents believe that aspects of globalization in today's society tend from indifferent to very important, an aspect that requires increased attention, if we follow the trends in any economic field.

H7. For more than 60% of students, the most important criterion is adaptability (59.6%), followed by the ability to act intelligently.

The response is obviously dependent and industry-specific and the severity with which it has been affected by the pandemic.

Results and discussion

A number of 74 companies from Suceava County answered the online questionnaire. 42% of the analyzed companies are micro-enterprises with between 1-9 employees, 18.9% are small enterprises with a number of employees between (10-49), 13.5% medium-sized enterprises (50-249 employees), and 10.8 % are large enterprises with more than 250 employees.

Regarding professional status, 39,3 % are teachers (92 people), and 60,7%, 142 people) are pupils in final year or students. Only 14 students are employees.

Table 1. Status of the respondents (Source: Authors' own research results)

Respondents	Total no.	Age					Your gender		
		under 25 years	25 - 35 years	35 - 45 years	45 - 55 years	over 55 years	Female	Male	I prefer not to answer
Teachers	92 39.3%	-	-	26	34	12	42	4	-
Pupils / students	142 60.7%	138	4	-	-	-	55	15	1

1. What will define the new normal of a post-coronavirus business landscape?

A percentage of 35.1% of the responding companies increased their turnover in 2021 compared to a year ago, 5.4% obtained a turnover between 50% and 100%, and 8.1% recorded a turnover of less than 50% of that of 2020.

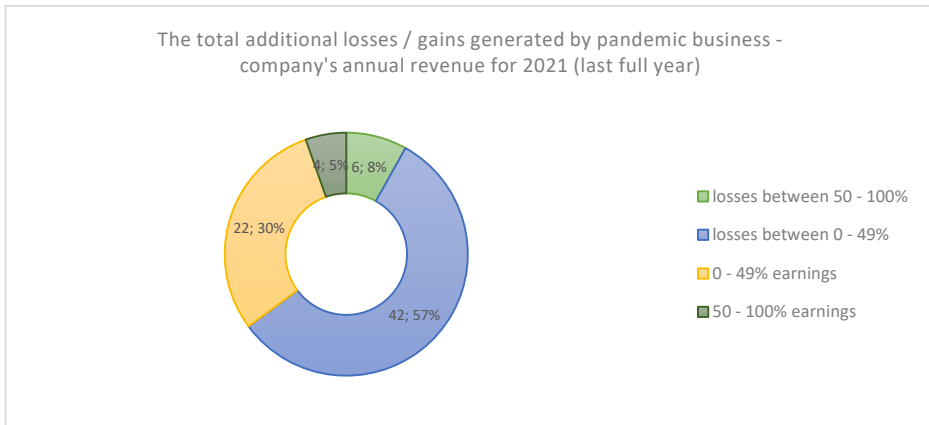


Figure 1. The total additional losses / gains generated by pandemic business - company's annual revenue for 2021 (last full year)

Source: Authors' own research results / contribution

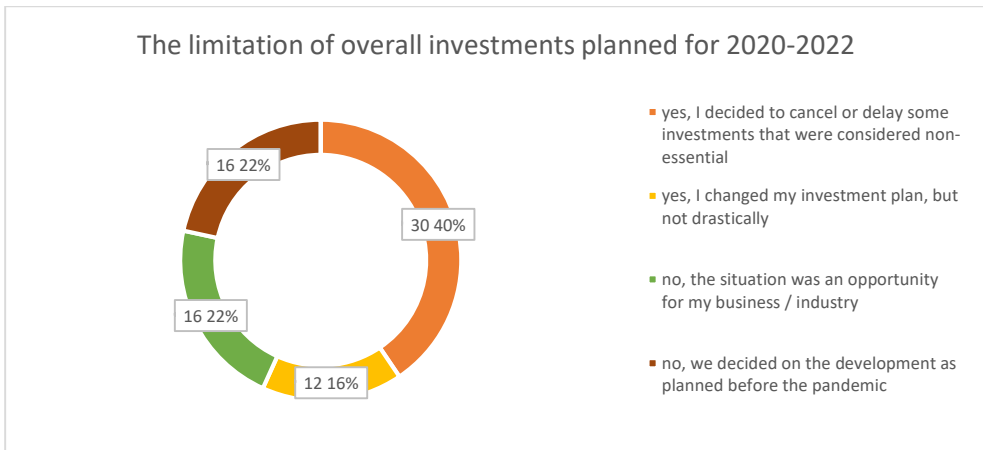


Figure 2. The limitation of overall investments planned for 2020-2022

Source: Authors' own research results / contribution

The most frequently mentioned success factors were the use of telework, the implementation of good health protection measures, the limitation of investments and the quality of managerial decisions. By far, the most unlikely success factor is employee professionalism, the optimization of activities and the quality of product.

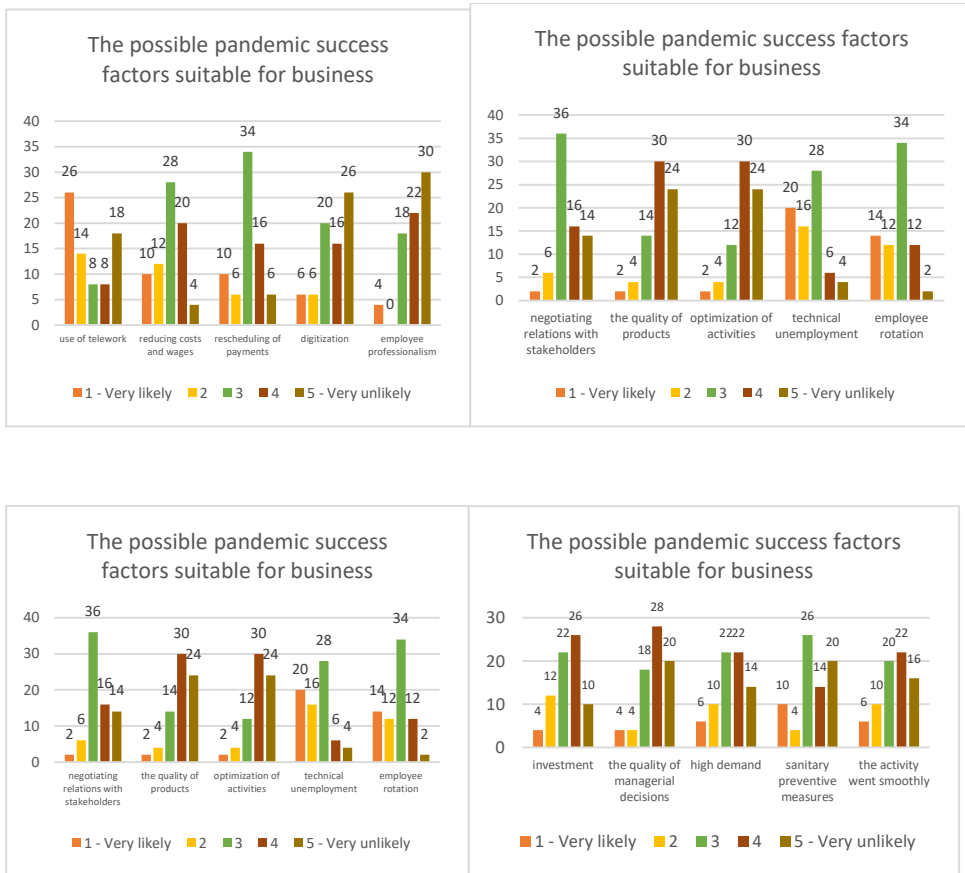


Figure 3. The possible pandemic success factors suitable for business

Source: Authors' own research results / contribution

Almost half (41%) of the interviewed employers claimed that they were limited to investments in development plans (e.g. Launching into new markets, setting up new subsidiaries, investing in equipment), followed by investing in employees (26%) and IT (22%).

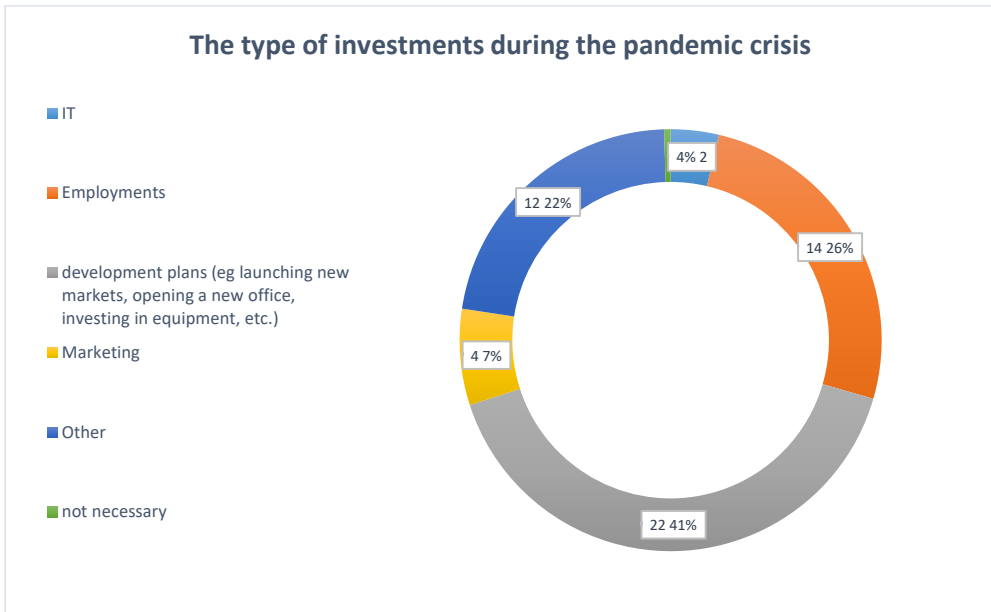


Figure 4. The type of investments during the pandemic crisis

Source: Authors' own research results / contribution

Post-pandemic challenges are somewhat private uniformly. Both teachers and students greatly appreciate the high cost of raw materials (84, respectively 64 of those interviewed). Regarding the strategy at the global level, but also locally, the opinions are equal, with a high quota of responses (42 respondents for both teachers and students), and the need to improve their own strategies is also close. A big difference seems when it comes to balancing the balance of income and expenses, only 12 teachers consider it a challenge, while 64 students they pointed this out.

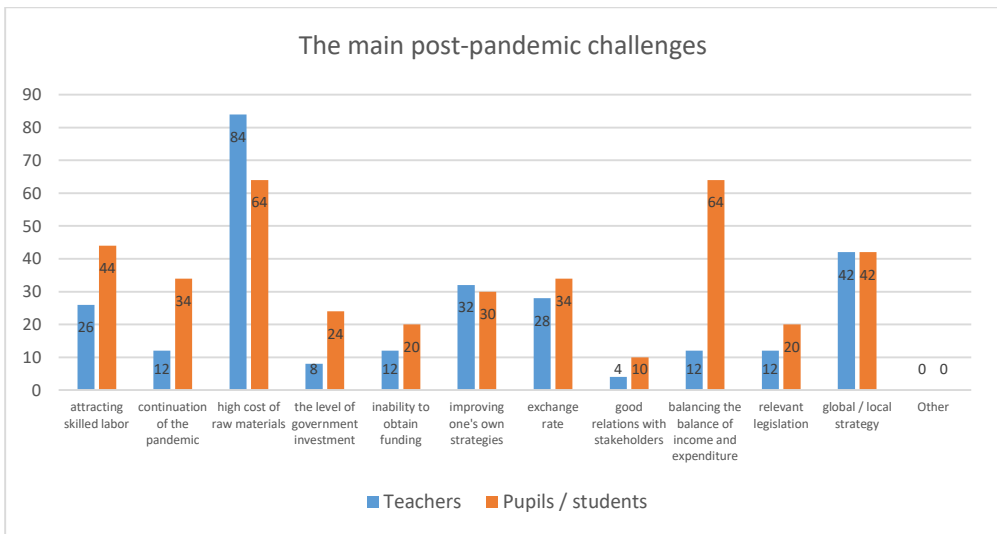


Figure 5. The main post-pandemic challenges

Source: Authors' own research results / contribution

When we talk about the opportunities identified during the pandemic crisis, all respondents agree that some of the most important was the introduction and use of the online menu and digitalization, then the new markets, products specific to the Covid pandemic and European projects, appreciated more by students / pupils than by teachers.

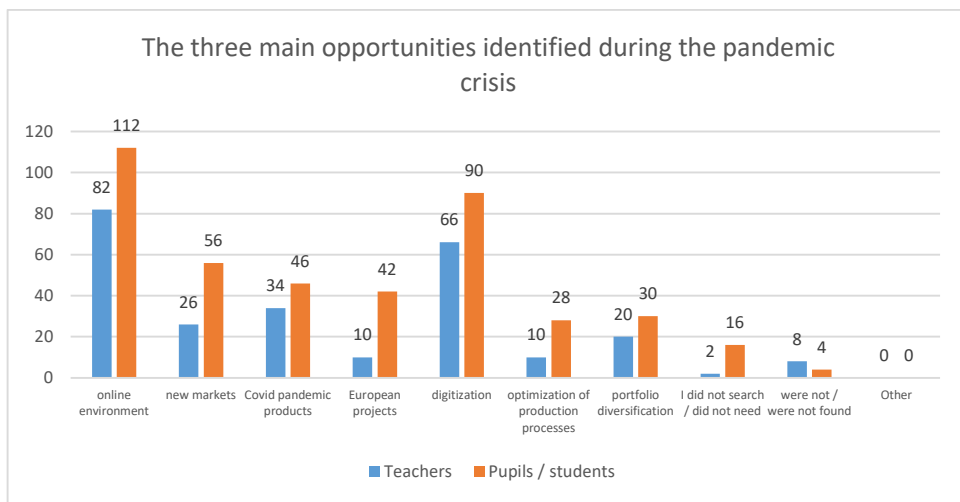


Figure 6. The main opportunities identified during the pandemic crisis

Source: Authors' own research results / contribution

2. Is there a cross-cutting approach between technology education and the economic reset of the future?

In the near future, more than 50% (51.4% to 38 economic operators) say they will improve the current model used. It also goes towards investments in human resources (training, motivation, etc.) and digitalization. The least (10 respondents – 13.5%) think about accessing European funds.

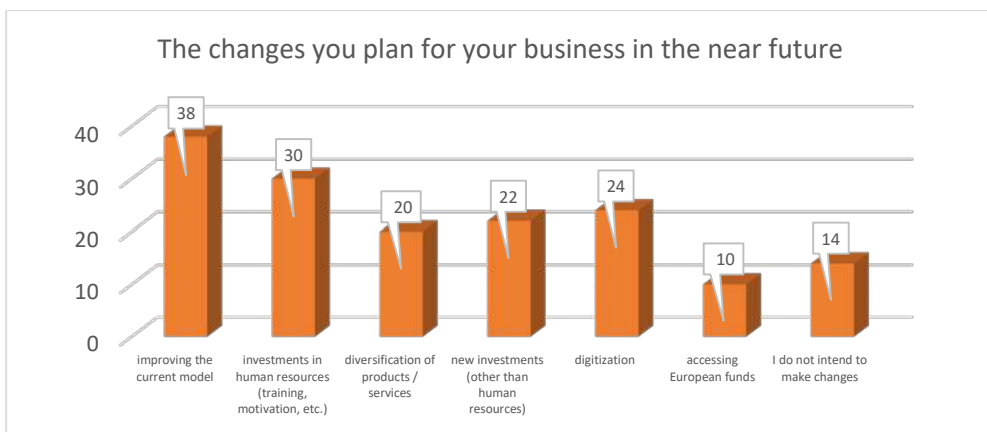


Figure 7. The changes you plan for your business in the near future

Source: Authors' own research results / contribution

When we talk about the company's reaction to the needs of digitalization, opinions are divided between "total agreement" and "indifferent" for most criteria, among which we mention: the adoption of an online payment system for customers, digital solutions in relation to suppliers, online solutions for orders / contracting. We are drawn to the relatively uniform proportion of the indicators.

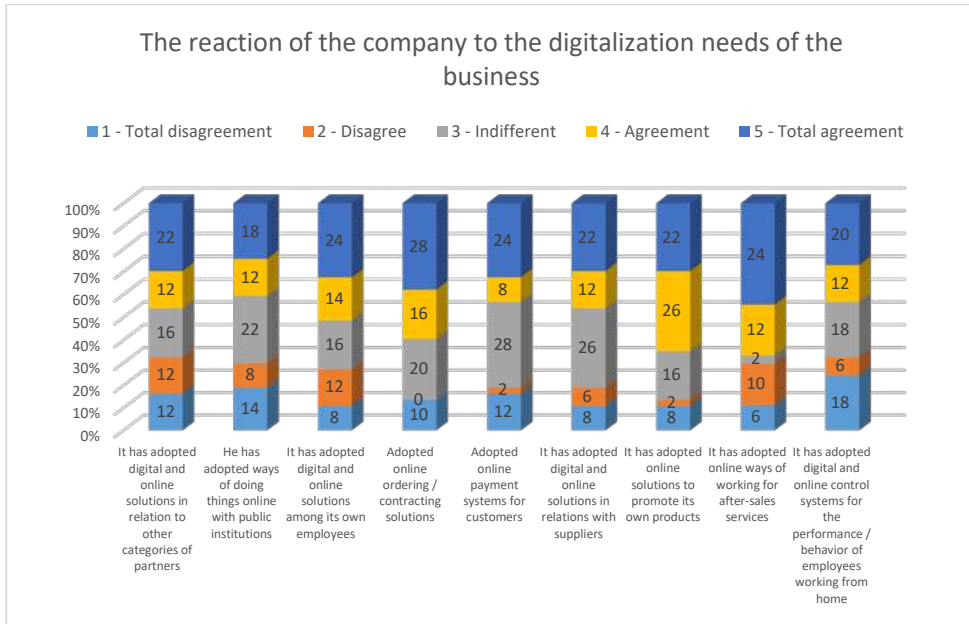


Figure 8. The reaction of the company to the digitalization needs of the business

Source: Authors' own research results / contribution

In the recruitment process, just over half (54.1%) apply for a certificate of ICT skills, at a considerable distance (18.9%) which evaluates the future employee according to an officially published set of criteria (Digicomp, Bestjobs, etc.). Note that 35.1% do not assess digital skills, which is worrying today.

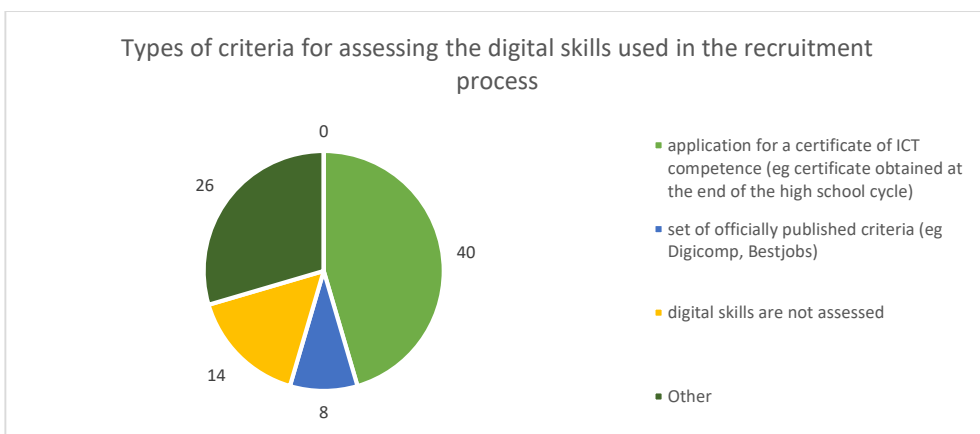


Figure 9. Types of criteria for assessing the digital skills used in the recruitment process

Source: Authors' own research results / contribution

From the point of view of teachers and students/ students, simple criteria (such as familiarity with programs for editing documents and spreadsheets or presentations) are the most used in the recruitment process when it comes to digital skills, followed by the application for a certificate of ICT skills (e.g. certificate of certification of professional qualification). We note that if teachers are balanced when we look at the two criteria, for pupils and students the balance is much tilted towards simple criteria than certification (115 versus 56).

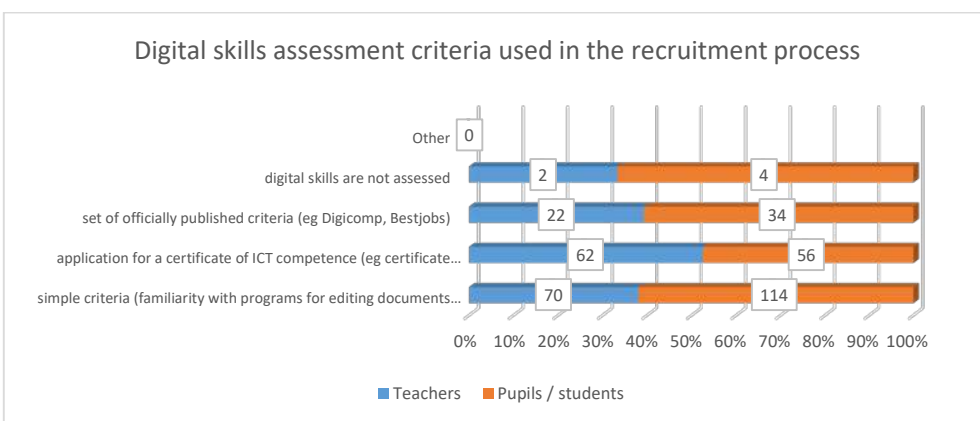


Figure 11. Digital skills assessment criteria used in the recruitment process

Source: Authors' own research results / contribution

Among the categories of technology transfer services in which investments are intended in the next 5 years, we point out that almost half of the responses (48.60%) go towards continuing education and training, followed by the identification of possible investments (37.8%). We note that consultancy for strategic business development

received 0 votes, and support services in intellectual property management and protection of industrial rights only 2 votes each.

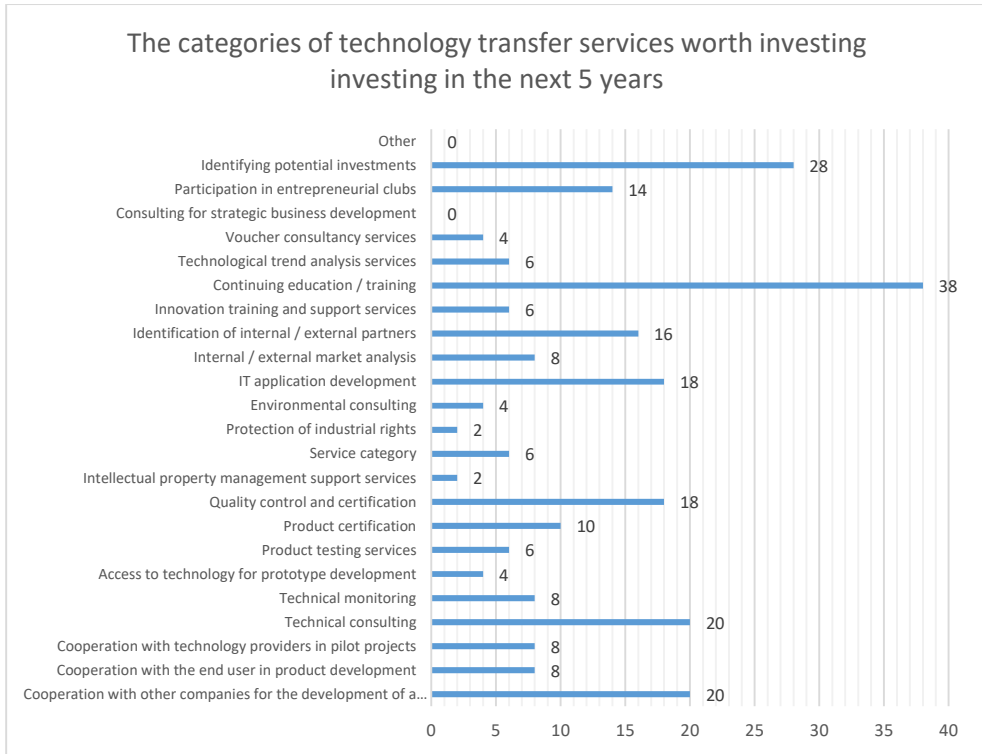


Figure 10. The categories of technology transfer services worth investing in the next 5 years

Source: Authors' own research results / contribution

3. How will companies be able to find the best possible balance between past success and the foundations now needed to succeed in the post-pandemic era?

The main opportunities identified by the economic agents during the pandemic were: the online environment (51.5%), the new markets (40.5%), and digitalization (37.8%). The fewest votes were received from European projects (8.1%).

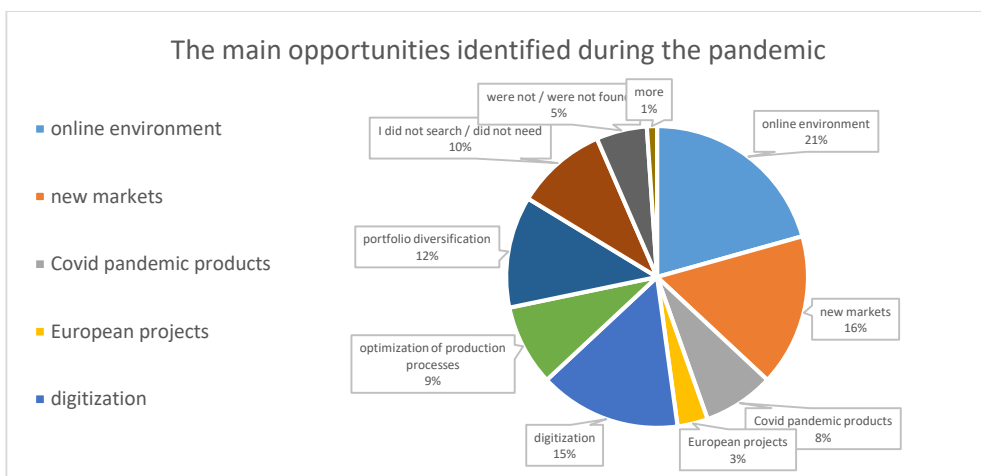


Figure 12. The main opportunities identified during the pandemic
 Source: Authors' own research results / contribution

When economic agents are put in the situation of identifying the challenges for the post-pandemic period, the leading place is divided equally (with 32 responses) between attracting specialized labor, the high cost of raw materials and improving their own strategies. We note that the fewest votes were given good relations with stakeholders (4 votes), followed by the exchange rate.

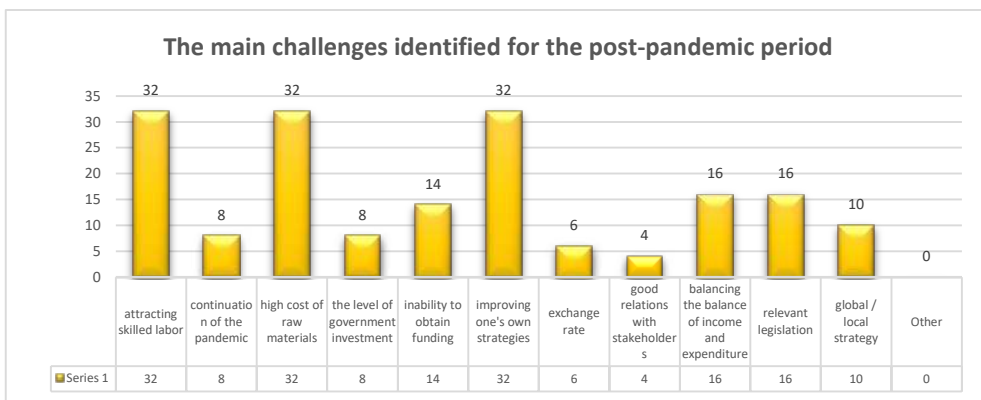


Figure 13. The main challenges identified for the post-pandemic period
 Source: Authors' own research results / contribution

The opinion of teachers and pupils and students are divided when asked about the skills needed in the future in the labor market. Both categories agree to put social intelligence novel and & adaptive thinking and computational thinking at the bottom of the rankings. Differences arise if teachers appreciate transdisciplinarity, mindset design students/students, and virtual collaboration.

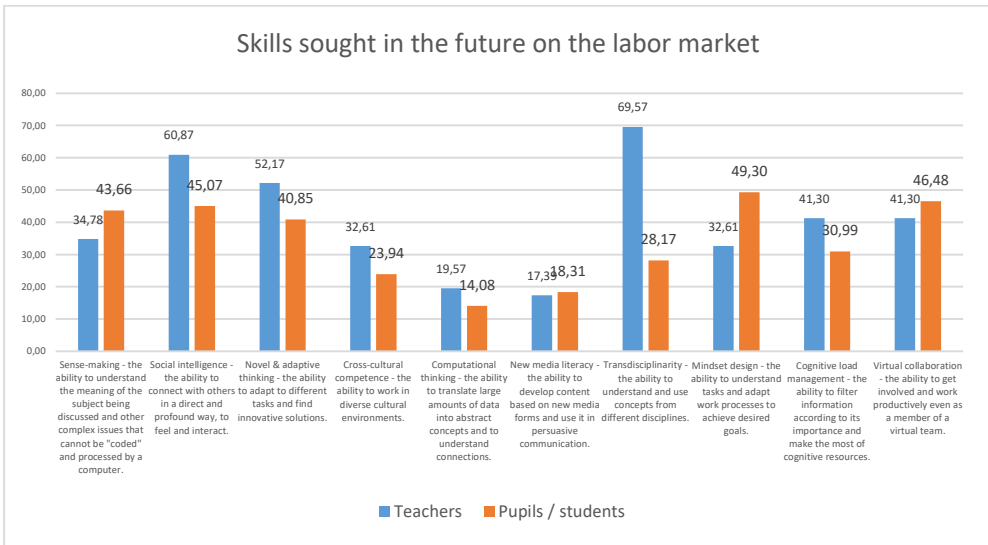


Figure 14. Skills sought in the future on the labor market
 Source: Authors' own research results / contribution

4. What skills and abilities do you need to acquire in the context of the great socio-economic recovery?

Both teachers and students agree that in order to keep up with the changes brought about by the trades of the future, adaptability is needed in the first place. However, teachers put the opening to the new in second place, while the students and students the passion. It is to be observed relatively uniform proportions in student/student responses.

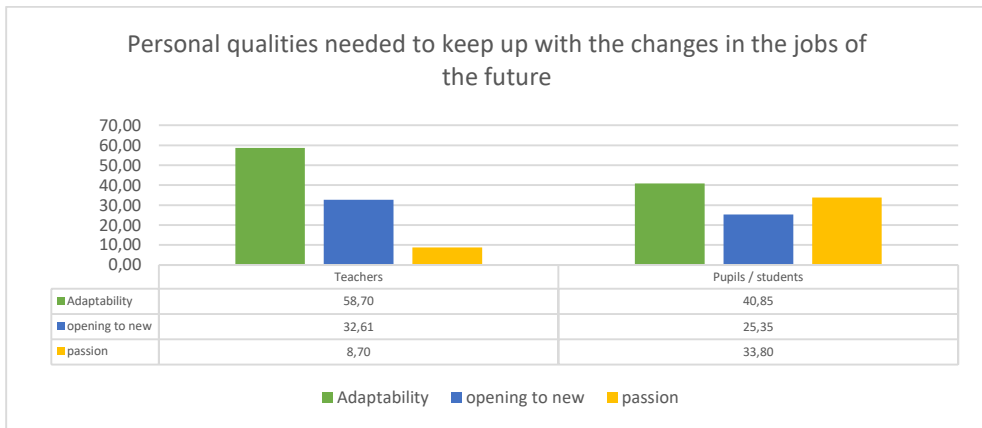


Figure 15. Personal qualities needed to keep up with the changes in the jobs of the future

Source: Authors' own research results / contribution

An overwhelming majority of teachers (73.91% versus 23.94%) believe that education is the main way in which young education can prepare for the jobs of the future. Communication is the most important for students, followed by access to education and, only in the last place, education.

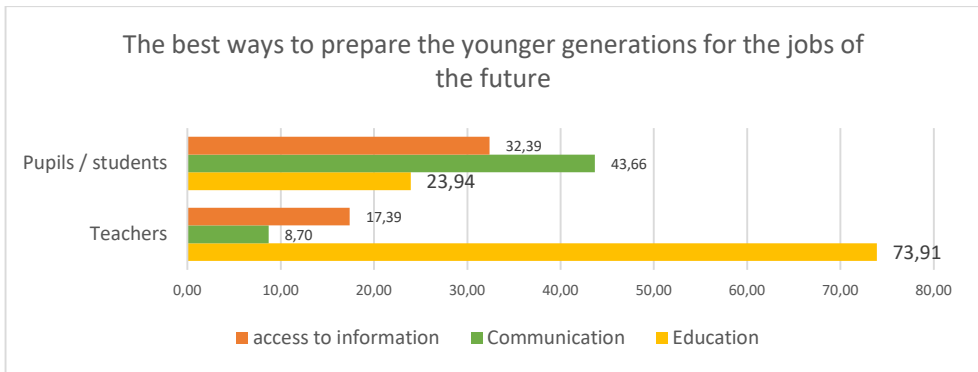


Figure 16. The best ways to prepare the younger generations for the jobs of the future

Source: Authors' own research results / contribution

If we refer to the categories of technology transfer services, we observe relatively a balance between the responses of teachers and students / students. However, there are differences in the classification of some services, such as: the development of IT applications (56.52% teachers and only 33.80% students and students), Cooperation with other firms for the development of a product / service (59.15% students and pupils and only 43.49% teachers or innovation training and assistance services (32.61% teachers versus 12.68% students/ pupils).

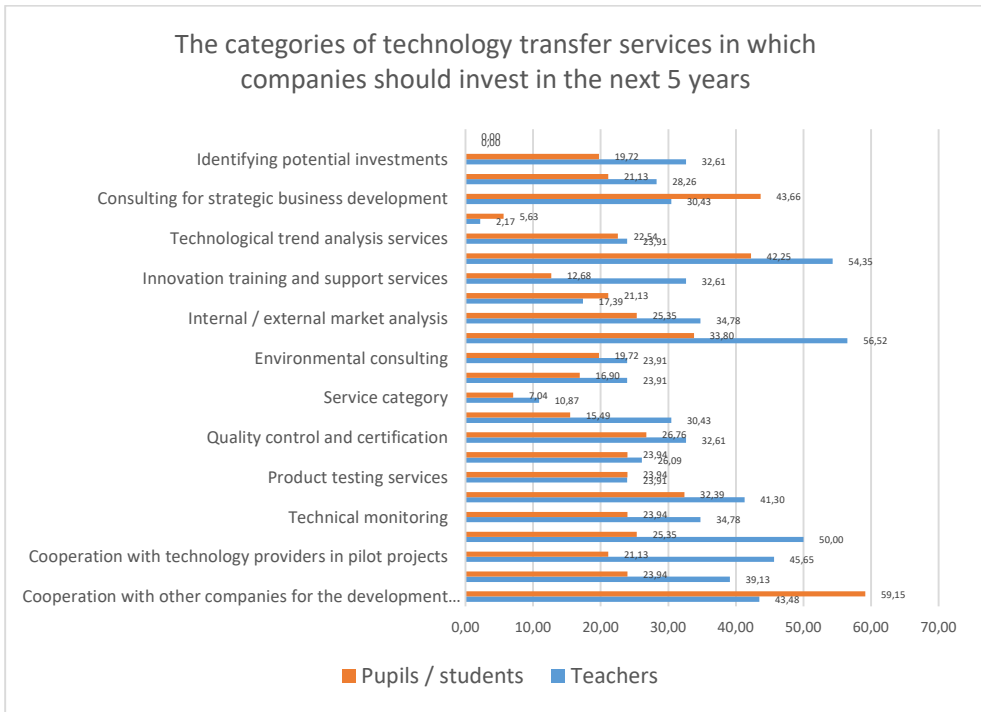


Figure 17. The categories of technology transfer services in which companies should invest in the next 5 years

Source: Authors' own research results / contribution

5. What are the important aspects of globalization with the global economic context in mind?

The aspects of globalization in today's society tend from indifferent to very important, an aspect that requires increased attention, if we follow the trends in any economic field. We note that almost half of those surveyed (43.2%) are indifferent to the activation of global connectivity; another attention signal is that the prevention of climate change and resource scarcity has a percentage of 21.6% "unimportant" and 35.1% "regardless".

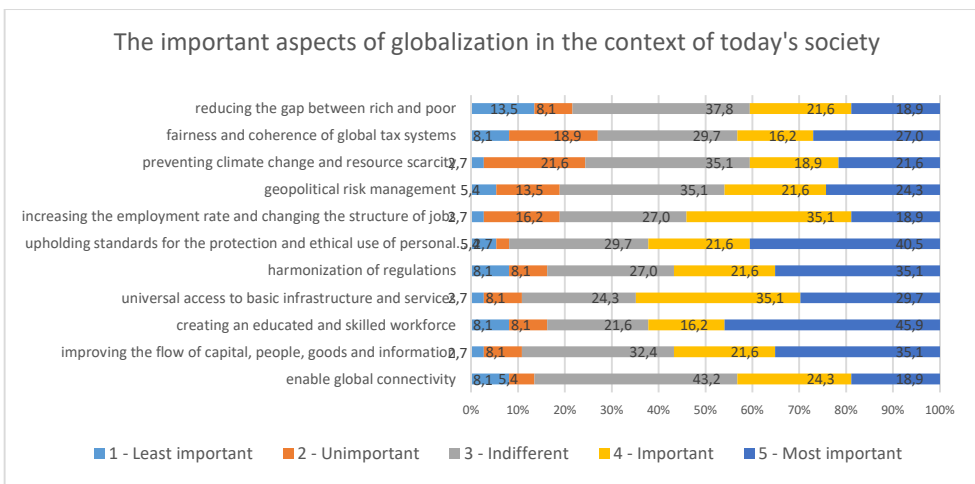
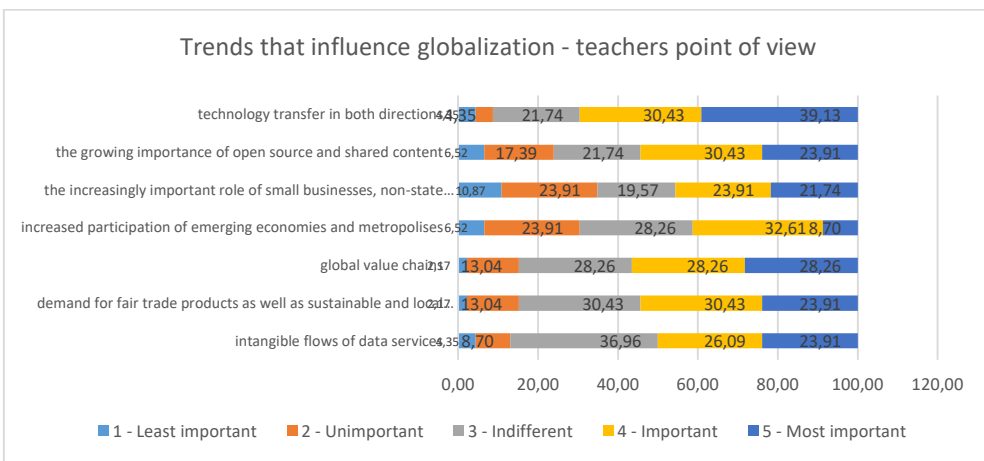


Figure 18. The important aspects of globalization in the context of today's society
 Source: Authors' own research results / contribution

When we talk about trends that influence globalization, both teachers and students and students pay attention to them, yet at most indicators, a percentage of 20 to 30% are indifferent to both categories. We see increased attention to the technology transfer in both directions of both interviewed categories, but then teachers turn their attention to global value chains and the growing importance of open sources and content, and students and students are more interested in increased participation of emerging economies and metropolises.



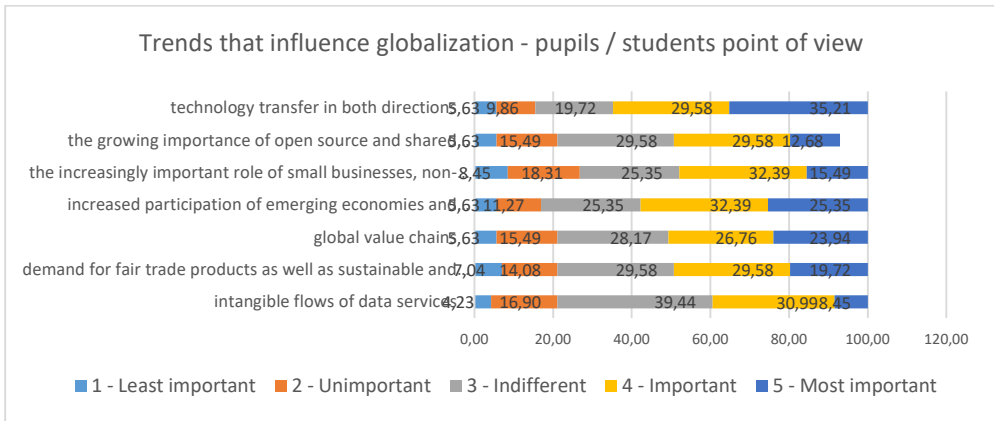


Figure 19. Trends that influence globalization

Source: Authors' own research results / contribution

Both teachers and students are much more interested in the aspects of globalization in the context of today's society than economic agents. We see small values, up to 16%, when discussing the unimportance of these indicators for both categories. However, we can point out that if for teachers, the emphasis is on "very important" and "important", for students and students it is noticed that the trend of economic agents of indifference remains quite high.

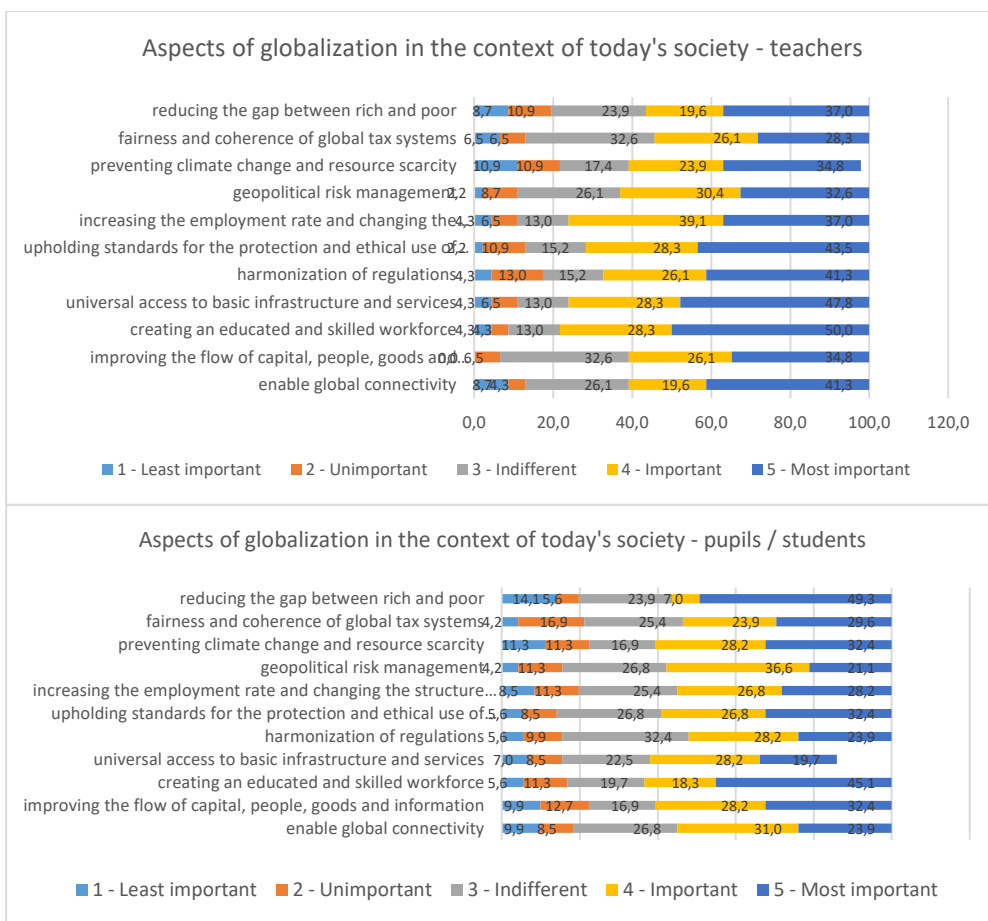


Figure 20. Aspects of globalization in the context of today's society

Source: Authors' own research results / contribution

6. What skills will be sought in the conditions of the great economic reset in the labor market?

When asked about attractive future trades, teachers and students are attracted to trades such as space tour guiding, biomedicine engineering, biotechnology engineering (teachers), and robot programming/ artificial intelligence (students and students). Among other options, we see counselors / psychologists for teachers and policemen for students and pupils.

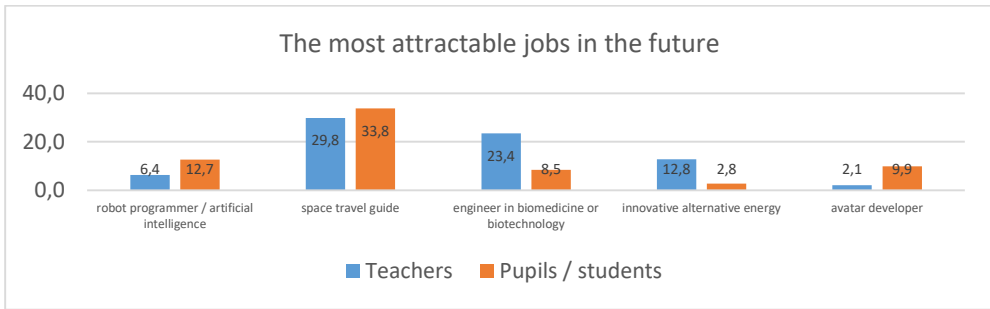


Figure 21. The most attractable jobs in the future
 Source: Authors' own research results / contribution

Professional areas of the future about a topic of dispute between teachers and students / students; only when we talk about medicine can we say that both categories agree (12.7% and 12.8%, respectively). If teachers believe that the professional fields of the future are robotics and education, students and students opt for business and social media and the Internet.

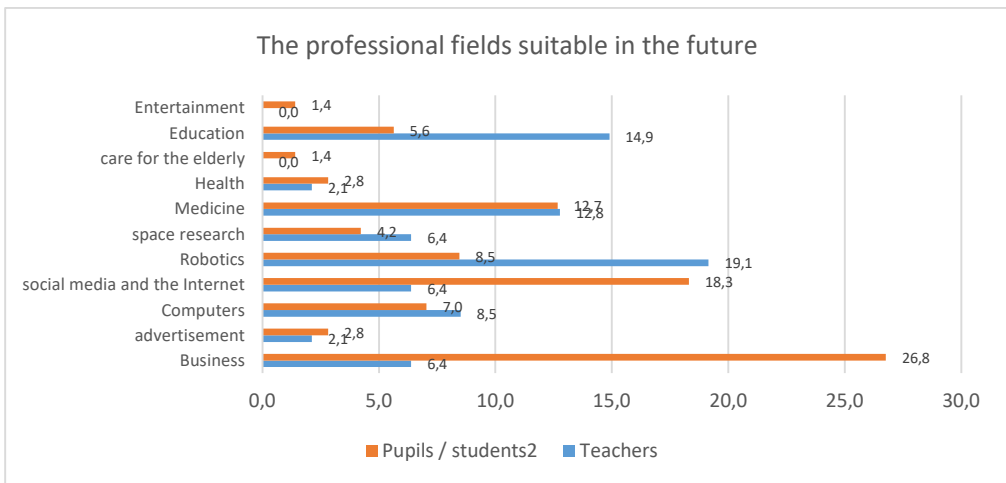


Figure 22. The professional fields suitable in the future
 Source: Authors' own research results / contribution

Respondents were invited to rank the 10 key skills highlighted by Forbes in 2021 for the trades of the future. We note that the most important criterion for teachers is adaptability (59.6%), followed by the ability to act intelligently. If for teachers, only one criterion recorded a value of 50%, for students and students more key skills are in their attention, with equally high values: the ability to act intelligently, imagination, curiosity and entrepreneurship. We note that for students and students, adaptability is not an important key skill (with a relatively uniform percentage distribution).

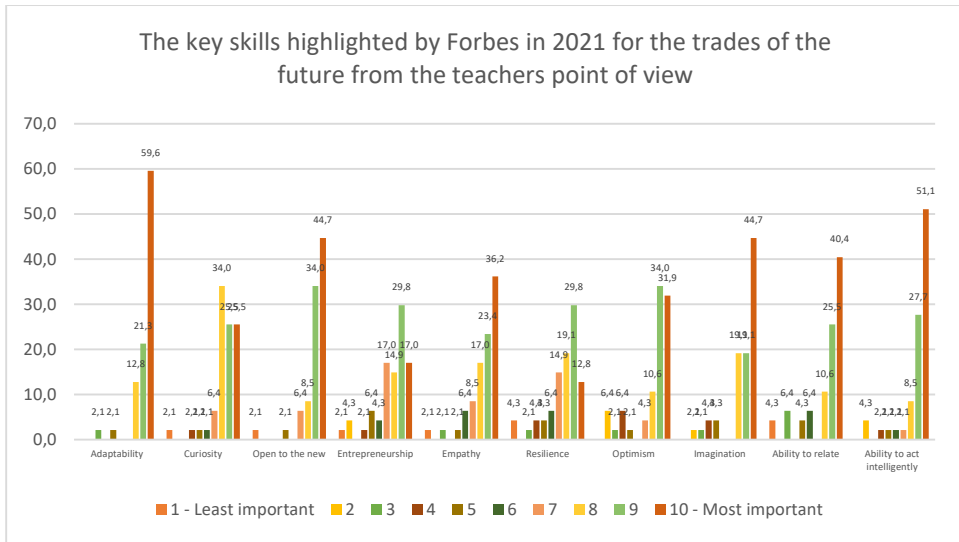


Figure 23. The key skills highlighted by Forbes in 2021 for the trades of the future from the teachers' point of view
 Source: Authors' own research results / contribution

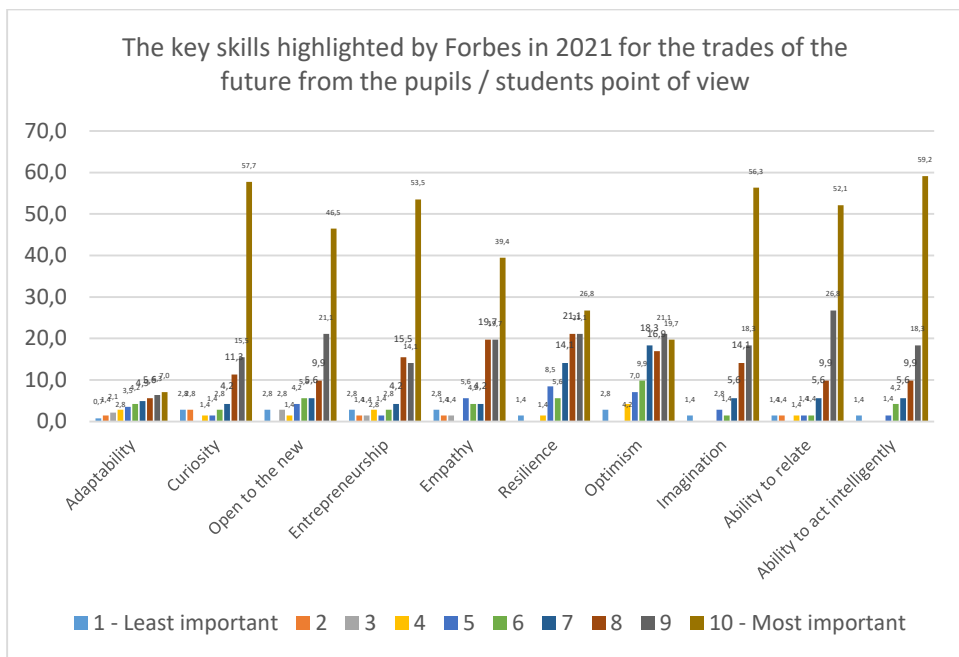


Figure 24. The key skills highlighted by Forbes in 2021 for the trades of the future from the pupils / students' point of view
 Source: Authors' own research results / contribution

Conclusions

Freedom in unlimited dose has created chaos and uncertainty. respect for authority has disappeared, which is seen most prominently in the younger generation that no longer respects anything, from family to teachers or intellectuals.

The pandemic has come to the fore to put an order to this chaos. The idea is simple. If the finite physical universe cannot provide the premises for attaining full happiness by satisfying the desire for recognition, then it is not left for us to move a man into an infinite virtual universe. The individual will become an avatar in the metaverse, where everything can be infinitely accessible. The younger generation relates to virtual space totally differently from the rest. The younger generation is almost totally moved to online, if we consider the data that attests that almost 8h per day is consumed on Netflix, Facebook, Instagram, or Tik-ToK. After 2 years of strains, the concept of social distancing has entered the subconscious for a long time. Those who have managed to break away and save themselves will live and develop in truth and complete happiness in the physical, finite universe. Those who have failed to understand will become avatars in the metaverses, hidden from fear through dark rooms in the infinite virtual universe.

Since capitalism cannot solve the problem of inequality, another solution must be found: the Great Reset. The world must again accept the rarity and separation between social classes. The reset created will permanently divide the globe for several decades. Paradoxically limited resources - unlimited needs will become current and individuals will learn to value the value of money again.

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