

## SPECIALIZATIONS OF THE FUTURE. CHALLENGES AND OPPORTUNITIES FOR GENERATIONS Y, Z, AND ALPHA

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### **Abstract**

Today, we are facing the fourth industrial revolution called 4.0 or the Digital Revolution. By 2025, it will bring major transformations through artificial intelligence, robotics, 3D printing, biotechnology, augmented virtual reality, or autonomous transport. The consequences will be seen quickly in the way we live and work. There will be new career opportunities that we may not even be thinking about right now. For the foregoing, we believe that the most valuable resource has become the knowledge in a society that we most often call one of knowledge, since they are considered, unanimously, to be what differentiate not only individuals but also social groups or the economies and states of the world in competitive terms. Thus, universities must look at this responsibility and prepare young people for a labor market in which the most important skills are not of the nature of physical skills, but of intellectual ones. That's why jobs require innovative and creative people who are willing to put their knowledge to work to create new knowledge, implicitly value. The question that derives from this so-called point of view is: How can universities properly prepare the transition of young people to an active life under the given conditions? What will be the trades of the future for generations Y, Z, Alpha (YZA)? What are the emerging, transforming, or even disappearing trades? What will be the skills most enjoyed by employers? How can we acquire them? The purpose of this research is to identify the main determinants in shaping the specializations of the future and to identify what the emerging trades would be for YZA generations. Presentation is the outline of the future over just a few years, in which any young person of the said generations will seek a job in a human, technological, industrial, and commercial context changed to a large extent from the one in which we now live. Building on the latest and most important events, information, and reports, this study wants to portray young people (YZA generations) with the current directions in technology and the economy that are now restructuring the labor market.

### **Keywords**

Generations Y, Z, Alpha; future skills and competencies; digital skills; future jobs.

### **Introduction**

The European Union Youth Strategy for 2019-2027 recognizes that young people who are architects of their own lives, contribute to positive change in society and enrich the EU's ambitions and that youth policy can help create an area where young people can

benefit from opportunities and adhere to European values. Given the changing employment landscape, the European Union should support personal development and growth towards youth autonomy, strengthen their resilience and equip them with the resources to participate in society, thereby helping to eradicate poverty among young people and all forms of discrimination, as well as promote social inclusion (Prelipcean & Bejinaru, 2018).

Young people in the European Union tend to see their future working lives with fear or uncertainty. The presence of this discomfort, in particular, if accompanied by rejection of applications, problems in the quality of job-related relations by profile, poor work or social pressure to find or retain a job, can have a negative impact on the emotional state of young people, which could also lead to mental and physical health problems or growing concerns among young Europeans (Thematic Report, 2018; Zbucea & Vidu, 2018).

Future generations of young Europeans will enter a labor market landscape full of opportunities and challenges, in a global context in which the EU will strive to improve the quality of life of its citizens and thus strengthen their economic competitiveness, labor productivity, and skills and ensure that the goals, expectations, and ambitions of young people can be achieved. The changing nature of work can have a positive impact on the lives of young Europeans and future generations. It is also necessary to address the relevant concerns and implications related, *inter alia*, to the forms of employment and professional status that accompany these transformations, in particular with regard to young people with fewer opportunities that could be low in qualifications. In this context, it is necessary to increase the information and awareness of young people about the implications of different forms of employment and professional status (Zbucea & Leon, 2015). Young Europeans believe that employment should be one of the EU's top three priorities and also one of the areas where the EU must take action to encourage young people to express solidarity. This demonstrates the tendency of young people to adopt a human dimension-centered approach in their future working life (Bratianu & Bejinaru, 2016).

In the digital age, the use of the Internet and the computer has become for young people a common occupation with strong interference in the vast majority of fields of activity. Against the background of accessing the online environment, the most important aspects of the social development of young people acquire new values and specific features of the approach (Bejinaru & Hapenciuc, 2016). Since the beginning of the association of concepts in the field of social development, with those of direct implications arising from the use of these technological means, we have identified relevant and differentiated features that indicate important changes in adolescence and youth, perception as a current stage of life (Pinzaru et al., 2016).

The generation of young people who have grown up with the means of new technologies is a generation of technological ascension that fully explores the benefits brought by it, but which also exposes the risks associated with it (Rollot, 2012). In the context in which, the more varied and increased the challenges, today's young people differentiate themselves from previous generations by increased opportunities (access to knowledge, communication, leisure, etc.) but also by risks and responsibilities (dissemination, selection and patterns of internet use) arising from these facilities (Dagnaud, 2011; Ellison et al., 2007).

Generational theory is based on the idea of cohorts - groups of people with particular beliefs and attitudes, who experience similar problems and share similar experiences over some time. Each generation is shaped by strong external forces (which are not intrinsically linked to the personality of each member): media, economic and social events, popular culture, values shared by family and friends, and used as guidance in action, etc. These forces create unique sets of values that help researchers understand the differences between different generations (Bratianu, 2015; Bratianu & Vatamanescu, 2017; Neamtu, Hapenciu, & Bejinaru, 2019).

All these variations and challenges that determine obvious changes in the life trajectory of young people can underpin the design of new hypothetical models for framing the various stages taken by individuals in other periods of life (restructured and categorized differentiated). Thus, for the young people of the digital generation, new technology presents an important variable of existence. The social environment and the virtual space interfere with each other, in a context in which the virtual world serves as a field of exploration for developmental issues in the physical world, such as identity, relationship formation, and development, school or professional training. Online communication, educational and professional software, the variety of relaxation mechanisms in the virtual environment determine multiple implications in the social development of young people (Bejinaru, 2018).

Both national and international statistics indicate that adolescents and young people specify the population category that uses the computer and the Internet on a larger scale (Shields & Kane, 2011; Regan & Steeves, 2010; IRES, 2011; ONS, 2011). Obviously, the impact of the use of new technologies has an impact on the entire development path of adolescents and young people. There is a lot of research that reveals a beneficial effect on psycho-cognitive development, such as improving visual memory, increasing reaction speed, etc. (Allison et al., 2006).

The purpose of this research is to identify the main determinants in shaping the specializations of the future and to identify which would be the emerging trades for YZA Generations. Through this research, the explorers propose a virtual tour into the future, considering the challenges and opportunities of the economy of the future, based on the latest research in the field and the opinions expressed by YZA generations who are going to choose their professional course or opt for a career change. Building on the latest and most important events, information, and reports, this study wants to portray young people (YZA generations) with the current directions in technology and the economy that are now restructuring the labor market. The results of the study suggest what some labor market players should do to cope with the changes due to the fourth industrial revolution. We stress the need for new skills (improvement, retraining), lifelong learning, new professional knowledge, and the adoption of additional actions for the older and diverse population, which will represent a significant part of the Romanian labor market in the future.

### **Creative agreement of YZA Generations**

Generation Y is the generation that has entered the labor market since 2005, started innovation and technology, is interested in the social involvement of the companies in

which they are employed, or even own some. This generation wants to change the world around it, working on the internet through state-of-the-art technology, at any time, and from an inspiring place. This generation doesn't like the fixed work schedule, always wants to know what the purpose of the work is, always expects feedback from superiors and wants to contribute to the company's development through innovative ideas (Pinzaru et al., 2016).

Current studies have described Generation Y with conflicting ideas: first, it has been categorized as individualistic and focused on their own needs. (Twenge, 2009) and secondly, it is considered a generation of activists who aim at the general good of society (Greenberg & Weber, 2008). However, the phenomenon of social and cultural change they went through during their studies and training positively influenced the development of a high IQ but also contributed to less discipline and the rejection of formal hierarchy (Twenge, 2009).

What remains to be done, though? Could entrepreneurship be with all its kinds of reflections, the solution for the generation called by some specialists the lost generation? Economic, social, and educational realities highlight the need to grow and develop a new generation of entrepreneurs with characteristic skills such as Generation Y. In this context, European studies show that companies set up by students or young graduates are the most innovative and ambitious in terms of turnover and number of employees. So entrepreneurship is not lacking, but it must be cultivated and supported by the presentation of viable and easy-to-use tools to make businesses, so ingeniously built by young people, sustainable (Vatamanescu et al., 2017).

According to a study conducted by Yourway Counseling, a Romanian counseling company, the business direction focused on providing evaluation and counseling services to graduates, students and children has set up the temperament characteristics of Generation Z look like this: extrovert (vs. introvert) - emotional (vs. rational) - practical (vs. imaginative) - flexible (vs. organized), with weights between 70 and 80%. In the study, they analyzed more than 700 profiles of young people aged 8 to 20 years. According to the data revealed by the study, the new generation of professionals is rational, meaning it tends to perceive and take reality and filter it through its own versus rational experiences. As far as they are concerned, a humane relationship is well welcomed, persons are valuable, and communication is openhearted. Also, the new generation is extroverted, i.e. it is open to communication and seeks to live in good relationship with others, and if these relationships are not as expected, then the other working conditions, like salary, office or projects no longer matter (Hapenciuc et al., 2016).

The number of those born in Romania between 1995 and 2010 (representatives of generation Z, current ages 10 to 25 years) was over 3.6 million, according to data from the National Statistical Institute. According to a study published by the United Nations, last year the share of Generation Z accounted for 32% of the world's 7.7 billion population is represented by those who are already starting to enter the labor market, where they are expected to generate significant change. They are increasingly found in the target of more and more brands, especially in the area of fashion, music, or FMCG (Cristea, Vatamanescu & Mitan, 2017; Eurostat, 2018).

The Alpha generation, born after 2010, is supposed to be the first generation with a fingerprint even before they themselves use social media or the Internet. Another factor is that the emergence and widespread of smartphones has only occurred in the last 10 years. At the moment, most marketers are addressed through their parents, but their power of influence in purchasing decisions is perhaps greater than any previous generation (Kong, Okumus & Bu, 2020).

A first difference between Millennials and Generation Z is related to the use of devices, but also to the time allotted to watching video content, which is significantly higher for Generation Z. If among Millennials, globally, the desktop is the screen with the highest share of use, followed by smartphone and TV, Generation Z prefers the smartphone, followed by the TV and then the laptop (Guan et al., 2017). Interesting to note is that, although the consumption of digital content exceeds that of TV, especially in the case of Generation Z, TV is still a channel that should not be neglected, a trend also manifested on the Romanian market. Recently an opinion in The Guardian drew attention to the fact that soon there would be no person on Earth who would be able to remember what the world was like before the internet. The author's vision was somewhat nostalgic and slightly dramatic: it drew attention to the fact that we were on the verge of losing a certain kind of innocence that came from the lack of continuous connectivity, of direct access to information, an innocence that was therefore fueled by long times, in which boredom and total lack of activity could constitute an impetus for exploration, internal or external, or an engine of creativity (Lavelle, 2019).

### **The methodology of research - Defining the decision-making problem**

Professional skills are a key factor in finding out to what extent a graduate has or does not have employment potential. They are, according to the authors (Bradley and Nguyen, 2004), a condition for completing the academic curriculum vitae and are essential for the selection process for employment. Authors like (Garcia-Aracil and Van der Velden, 2008) have concluded that these key skills can be achieved through experience, training, or more informal means. Many studies point out that some generic social skills such as communication skills, leadership, customer orientation, understanding, emotional intelligence are directly related to success in the labor market (Bejinaru, 2018; Prelipcean & Bejinaru, 2018).

One of the most common discussions about the future is that robots will replace people's work. By 2022, 42% of all current tasks will be carried out by robots, with more than 75 million jobs to disappear in three years. As a result of this new technological revolution, however, the "robots" will generate 133 million new jobs, according to the World Economic Forum. However, many will suffer in the absence of the ability to adapt to new technological realities and new business models, but mainly because of the too short time left for reskilling. The future doesn't come at once and it certainly doesn't come everywhere at the same time. Developments in artificial intelligence, automation, big data, or the least technological as ageing trends in the population, however, have significant effects on human trades and activity in the future. Robots don't come and take all our jobs, but certainly, many of the classic jobs are in danger of significant transformation over the next few weeks. Tasks involving repetitive actions will disappear more and more quickly (Bejinaru & Balan, 2020; Frunzaru et al., 2018).

### **Purpose of the research**

The purpose of this research was to identify the main determinants in shaping the specializations of the future and to identify what the emerging trades would be for YZA generations. An online questionnaire was distributed during April and May 2020 to the population of Suceava County through the Google forms platform. The researchers propose a virtual tour into the future, with the challenges and opportunities of the economy, based on the latest research in the field and the opinions expressed by YZA generations who are going to choose their professional course or opt for a career change. The research carried out was designed to obtain a basis for analysis that would allow us to outline how skills and formed competencies will enable integration into the current and future labor market; which would be in the opinion of the respondents' future specializations and future employment opportunities.

### **Research tool**

For this research, 300 surveys were applied to the respondents of the two YZ Generations, Generation Alpha only at the focus-group level because they are children who are 10 years old today, with only 168 questionnaires valid. The research method used the online data collection tool. The questionnaire contained items structured on four themes: a) the profile studied or what would be the specializations they would attend; b) shaping the image about the ideal job and perspective, motivations; c) skills, competences, training courses for accessing a future occupation; d) future jobs and specializations, opportunities, opinions, fears, and expectations. For young people of the Alpha generation we used as a research tool the in-depth interview among children, directly, personally, and unrehearsed, which was based on 5 specific questions of their age and individual peculiarities. The focus group was made up of 10 4th and 5th graders who wanted to share ideas about the cliché question "What do you want to do when you grow up?". The empirical relevance of this study lies in the usefulness of the results obtained for several interested categories, stakeholders, students, graduates, employers, and teachers.

### **Research hypotheses**

1. More than 60% of respondents believe that the jobs of the future will be related to new technologies.
2. The average score of the skills acquired by the students is equivalent to a self-assessment of the knowledge acquired by them at a high level.
3. The average score of the skills acquired by the students is equivalent to a self-assessment of the knowledge acquired by them at a high level.
4. Availability to change jobs is directly proportional to salary expectations.
5. Salary expectations are directly proportional to the respondent's age.

### **Data processing and interpretation**

The centralization of the questionnaires applied allowed the determination of a structure of the sample contained in the analysis. Thus, of the 168 respondents, 54% are

aged 20-30 years, 33% between 16-19 years, the rest over 30 years; by gender variable, 67.8% are female, 32% male. The distribution of respondents, according to the level of the program they were enrolled in at the time of the research, shows that of the nearly 90 students, representing 54% of the analyzed community, 40% follow the specializations in the field of Economics, 11% management and accounting, 7% informatics, 5% international affairs at Faculty of Economics and Public Administration from the "Ștefan cel Mare" University of Suceava; 11% engineering and robotics and 25% letters and communication sciences at the same university. On the other hand, students, who are 33%, attend high school courses distributed: 20% pedagogical profile, 50% of them attend courses at the human profile, 25% go through the real profile, while at the end of the ranking are those who carry out teaching activities in the technical and sports field. Our study aimed to achieve a respondents' self-assessment of the level of competences acquired by them during the study program attended.

The centralization and processing in SPSS v.21 software of data show there was a high and very high degree in terms of self-assessment of the level of skills acquired during university and high school studies.

The average of the assessments calculated for the 20 aspects investigated is between the value of 3.58 (knowledge of other fields or disciplines) and the average score of 4.23 (ability to work in a team).

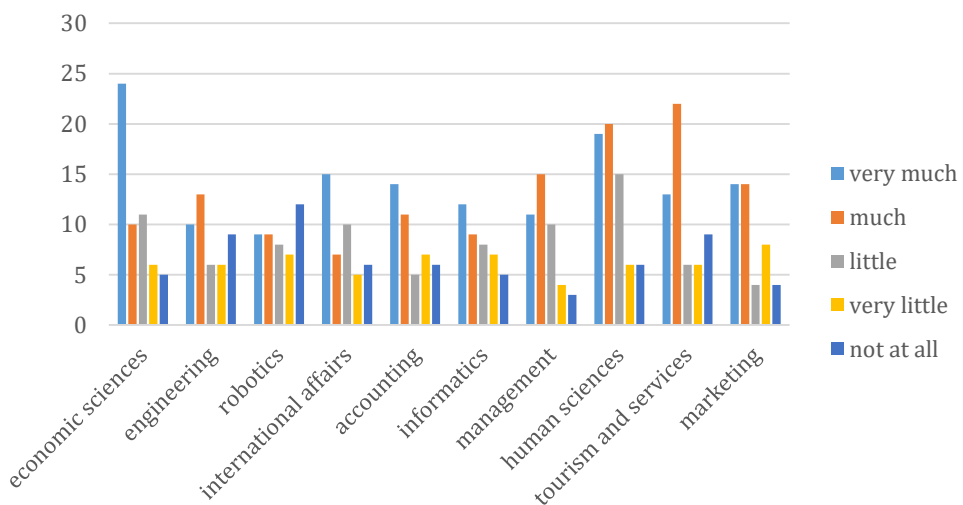
**Table 1. Standard averages and deviations**

<b>Crt. No.</b>	<b>Aspects</b>	<b>Average</b>	<b>Standard deviation</b>
1	thorough knowledge of the field of study	3,89	0,869
2	knowledge of other fields or disciplines	3,58	0,967
3	analytical thinking	3,90	0,880
4	critical thinking	3,89	0,909
5	ability to quickly acquire new knowledge	4,15	0,884
6	ability to act well under stress	4,08	0,863
7	ability to identify new opportunities	4,12	0,824
8	ability to coordinate activities	4,16	0,806
9	ability to effectively manage working time	4,06	0,909
10	ability to work as a team	4,23	0,891
11	ability to mobilize other people	4,04	0,888
12	ability to transmit clear information	4,17	0,796
13	ability to exercise one's authority	3,98	0,861
14	ability to use computer programs	4,09	0,941
15	ability to provide solutions in various situations	4,06	0,817
16	ability to negotiate effectively	3,87	0,921
17	ability to present to an audience	3,86	0,893
18	ability to produce various documents	3,96	0,967
19	ability to write in a foreign language	3,66	1,078
20	ability to converse in a foreign language	3,68	1,075
	<b>Average level of competence</b>	<b>3,98</b>	<b>0,039</b>

Source: authors elaboration in SPSS v.21

The average score of the skills acquired by the students is 3.98 which is equivalent to a self-assessment of the knowledge acquired by them at a high level, hypothesis 2, being fully confirmed. Depending on the average score of the items proposed in the questionnaire, the students appreciated that they have high skills regarding the ability to work in a team, the ability to identify new opportunities, the ability to quickly accumulate new knowledge, the ability to work on the computer, the ability to provide solutions in various situations, the ability to transmit clear information, the ability to effectively manage working time and the ability to work under stress. On the other hand, with lower average scores, students positioned and appreciated: the ability to know other subjects or areas of interest other than those studied, the ability to dialogue/write in a foreign language is a general problem, the ability to present to an audience and the thorough knowledge of the field of study. The answers also have a possible argument because the high school students are very young and the experience is missing and then this score must motivate them to continue their studies at a higher level of training.

We will further focus our attention on the last parts of the questionnaire, namely to outline the image about the ideal job and perspective, motivations; c) skills, competencies, training courses for accessing a future occupation; d) jobs/trades, and specializations of the future. In figure 1, we have represented the responses for the item: What is the specialization you are going through or have completed, and to what extent do you think it will make its mark in choosing a profession?

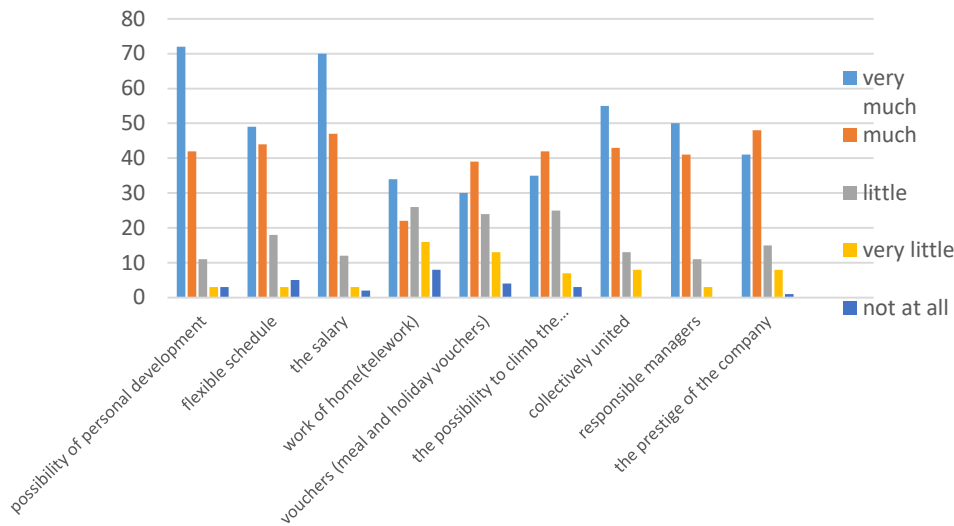


**Figure 1. Specialization that determines the choice of a job**

*Source: authors elaboration*

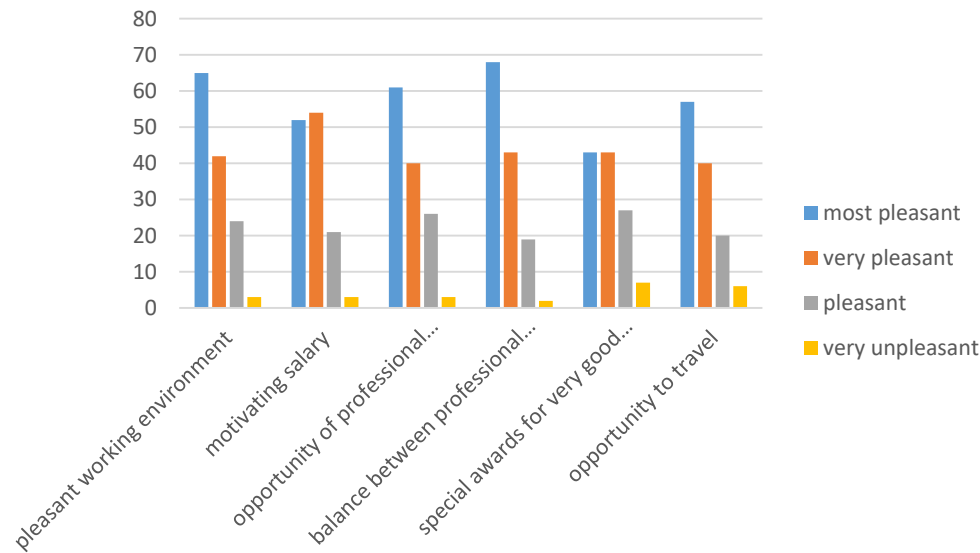
We note from Figure 1 that most of the "very much" responses are obtained in the specializations "Economic Sciences" and "Human Sciences". Most of the respondents believe that these specializations will have a strong impact on the chosen profession and future job.





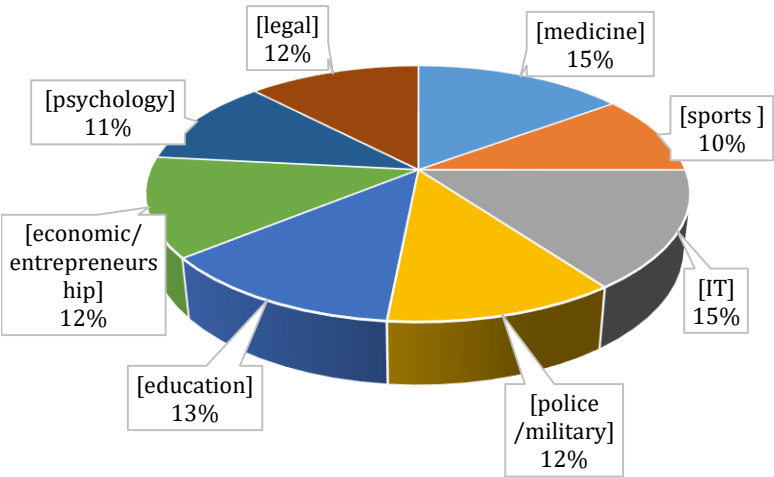
**Figure 2. Coordinates of choosing a job**  
Source: authors elaboration

Regarding the factors that cause respondents to consider a job, the highest values were recorded in the case of "personal development possibility" and "salary", as shown in Figure No. 2.



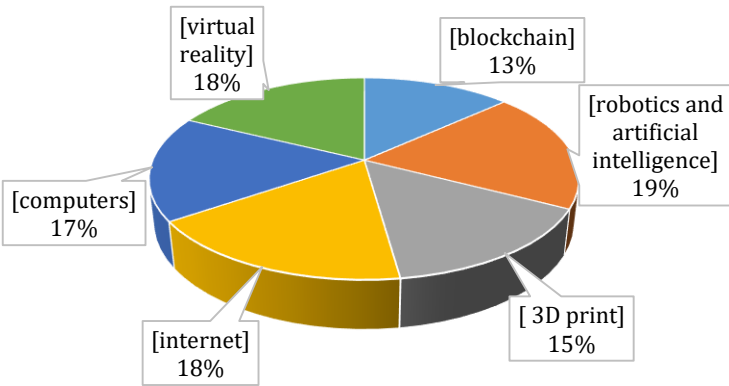
**Figure 3. Ideal job description**  
Source: authors elaboration

Looking at it from an idealistic perspective, the vast majority of respondents said they would prefer a job that would ensure "work-life balance" followed by the "pleasant working environment". From an idealistic perspective, salary is in fifth place as a motivating factor, as represented in Figure no 3.



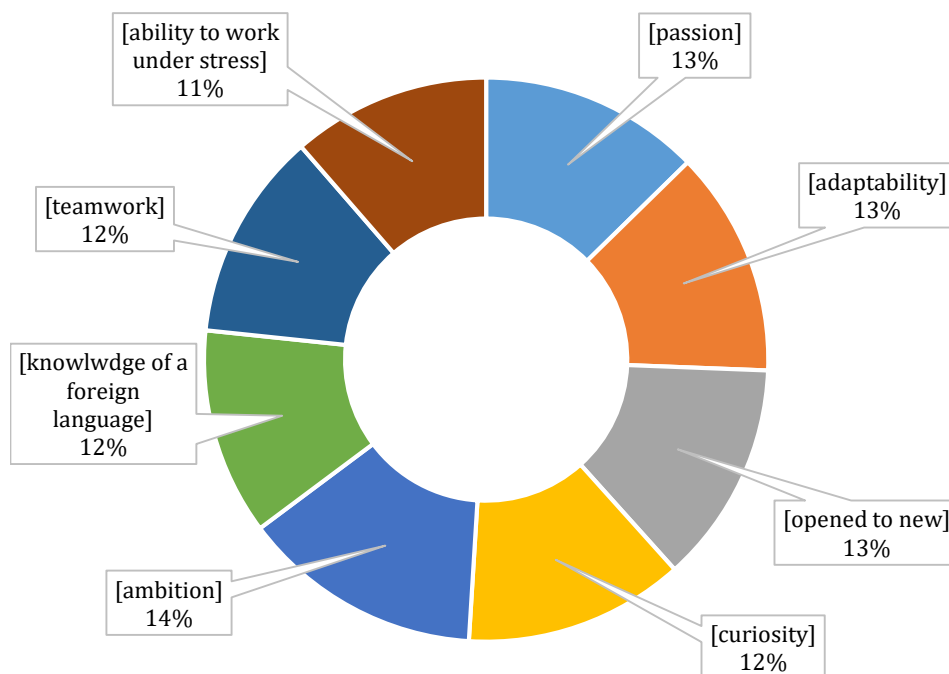
**Figure 4. Future Jobs**  
Source: own elaboration

With regard to the jobs considered 'for the future', in Figure No 4: we deduce that respondents opted for the fields of "IT" and "Medicine" (both with a share of 15%), followed by "education" with 13%. The fewest of the respondents opted for "Sport" as a "future" job area.



**Figure 5. Job areas of interest in the future**  
Source: authors elaboration

Of the areas that will generate the new trades and jobs, most of the respondents identified "robotics and artificial intelligence" (19%), "virtual reality" and "online business (internet)" (both with a share of 18%), hypothesis 4 is fully confirmed.



**Figure 6. Skills and competencies needed to integrate into the trades/jobs of the future**

*Source: authors elaboration*

The most important skills and competences for the "future trades" identified by respondents are: "ambition" (14%), "openness to the new" (13%), "adaptability" (13%) and "passion" (13%) as represented in Figure no 6.

### Statistical interpretation and analysis

One of the key features of the labor market is mobility. This is the argument for which we wanted to see the respondents' perception of this characteristic. Specifically, we wanted to identify whether there are correlations between respondents' willingness to change jobs and their willingness to specialize in other fields, or between the willingness to change jobs and salary expectations, not least how respondents' age influences the perception of job mobility. But, the tests carried out did not result in any statistically representative correlation between the willingness to change jobs, the willingness to specialize in other areas, salary expectations, and age respectively. Thus hypotheses 3 and 4 have not been confirmed.

The only statistically representative correlation was between wage expectations and age (Sig. <0.05). In the case of the two variables, a direct low-intensity correlation (<0.5) has been identified, indicating that older people tend to have higher wage expectations, but other factors influence these expectations (professional training, practical experience). Under these circumstances, Hypothesis 5 was confirmed.

**Table 2. Analysis of the links between the variables proposed in the 9\*, 17\*, 21\*, 22\***

Correlations		I9	I17	I21	I22	Varsta:
Spearman's rho	I9					
	Correlation Coefficient	1,000	-,089	,035	-,021	,034
	Sig. (2-tailed)	.	,255	,658	,794	,677
	N	166	165	164	164	156
	I17					
	Correlation Coefficient	-,089	1,000	,044	,135	,019
	Sig. (2-tailed)	,255	.	,578	,084	,813
	N	165	167	165	165	158
	I21					
	Correlation Coefficient	,035	,044	1,000	,004	,214**
	Sig. (2-tailed)	,658	,578	.	,963	,007
	N	164	165	166	164	156
	I22					
	Correlation Coefficient	-,021	,135	,004	1,000	-,082
	Sig. (2-tailed)	,794	,084	,963	.	,308
	N	164	165	164	166	156
	Age:					
	Correlation Coefficient	,034	,019	,214**	-,082	1,000
	Sig. (2-tailed)	,677	,813	,007	,308	.
	N	156	158	156	156	158

\* 9. What do you think of people who have held a job for 20-25 years because it gave them stability, even though the salary was lower than in other areas and not too attractive?

\*17. How often do you think you'll have to change your career until retirement?

\*21. What is the motivating salary for you as a beginner in terms of a particular job?

\*22. When you have a job do you want to specialize in other areas?

\*\*. Correlation is significant at the 0.01 level (2-tailed).

## Qualitative stage

Given the exploratory nature of this qualitative stage, we used a rational theoretical sample (sampling sample/purgative sample), one of the important criteria in the selection of children was that of the Alpha generation, as well as the portfolio of each in school competitions regardless of the field. Interviews were conducted based on a sample of 20 children. The estimated time for each interview was about twenty minutes. The investigation directions focused on three main, parallel themes, based on the research objectives identified above:

- identifying the main strengths, weaknesses of their training (hobbies, preferred study discipline, extracurricular activities, frequented clubs, areas of interest);

- aspects of their school journey (which they want to follow both as a school and as subjects) what they want to become when they will be adults.

## Results and findings

Most children, especially those of the male gender prefer the subjects of real profile study (mathematics, computer science, geography, and grammar). They also frequent

children's clubs in computer science and robotics. Have passions related to computer science: play computer games online, shyly penetrate the area of robot creation, and design games. Last but not least, these children know English well above their level of training and age. They want to become "cops", "doctors", "make money on the computer", "teachers", "invent computer games", "do business", and be "bosses". Only 10% of them have sports (like football, handball, volleyball) as a hobby.

If we were to point out the opinions of Alpha female respondents, we can say that they are passionate about technology in a much smaller percentage, i.e. 5%. As common points: they are passionate about studying a foreign language, embracing the profession of a doctor, lawyer, and fashion designer. Results show that parents are for all children role models and examples of life because they want to become what they are; all want to go to university (the vast majority having brothers/sisters attending university courses).

It is worth pointing out that 5 children have as passions sport and arts, and they practice at private clubs various sports activities (swimming, dance, football, volleyball, ballet, singing, instrument, painting, etc.). As for weaknesses we would list: totally lacks the passion for reading; are dependent on adults, do not do things by themselves; do not socialize outside of school; and present significant consumption of online content.

We could in conclusion outline a ranking of job areas of interest for children of the Alpha generation who will access the labor market of the future: 1. New technologies & computers, software developer; 2. Medicine; 3. Police, military officer; 4. Entrepreneur; 5. Teacher; 6. Lawyer, prosecutor; 7. Chef; 8. Hairdresser.

## Conclusions

The conclusions related to the literature review show that according to Romanian managers, youngsters from Gen Y believe that all the other people around them must help them grow and they do not make specific efforts at their job, being rather superficial. The situation changes only when they feel their colleagues appreciate them and when they understand the meaning of the work they are supposed to do. A remarkable increase in productivity is present when they are allowed to make their own decisions in their area of expertise.

Resuming the profile of the digital natives, we conclude that: they do not want to follow a strict work schedule, they try to identify more efficient ways to get things done, they feel they can give more than they are asked to and they do not always feel respected by their older colleagues. This situation upsets them because they prefer to work in teams, they expect their manager to be their mentor, but not in an intrusive way; they believe in meritocracy, although they do not believe in formal hierarchy, they ask for transparency from the companies they work for, they promise more than they deliver and sometimes they use the companies they work for as launching platforms for their careers. Furthermore, they believe they know better how things should be done and refuse the directions their superiors give.

The keywords for Generation Y are freedom, innovation, social responsibility, dynamism, and flexibility. If it is allowed to express its views and strategies, which is

more important than financial stimulation, it is very likely to surprise through creativity, efficiency, and competence. Some young people are proposed for important leadership positions from an early age, others do not find a job at all because they do not meet the criteria sought by employers, or they do not comply with working conditions. So the youth unemployment rate is increasing, the number of vacancies is also starting to rise, labor is plentiful, employers are looking for specialists and yet the gap between the two categories deepens from day to day. Some employers have managed to understand the new generation's way of acting, others have not.

Although for the Alpha generation there is still no data available for most platforms, the increased appetite for screens (smartphone, tablet, and TV) is also clear here, but also for the significant consumption of online content, a conclusion also confirmed by the responses of the children, who are part of this Alpha generation. Thus, their expectations turn to the same use and seamless functionality for all devices and content types around them. Also through technology, they want to be constantly in communication with each other, from every corner of the world, and they know how to identify fake news.

Whether we are talking about jobs related to information technology, medical engineering, or human interaction, more and more of the jobs of the future are closely linked to technologies like AI, machine learning, or life in the digital space. What skills should children from current and future generations acquire to adapt to the future? Below are 15 of the skills that are important to each of us, but especially for younger generations, derived from this context: adaptability, self-discipline, autonomy in learning, virtual collaboration capacity, interpersonal communication and teamwork, creativity, empathy, cognitive flexibility, collaborative leadership, and initiative, solving complex problems. The skills they acquire in their years of study and their first job are the most likely to help them build a successful future career. In conclusion, we should also reflect on all the opportunities that the Internet has brought and how we have become more informed, more adaptable, and fitter for decisions as a result of this digital revolution. And beyond that, let's think about how we use this new power in support of ourselves, as individuals, but also for the communities we belong to.

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