

FINDING THE RIGHT JOB - A UTOPIA IN TIMES OF CRISIS

ROXANA PLEȘA *

ABSTRACT: *The quality of an educational system is reflected not only in the instructive performances of the educational actors, but also in the degree in which it ensures an adequate professional integration. The aim of the research is to draw attention to the issue of employment rates among young people and identify ways in which current practice can be improved. We achieve this goal by highlighting the reasons why young people's employment needs more attention, outlining key scientific outcomes, reporting on similarities but also international differences, and sharing a list of good practices.*

KEY WORDS: *graduate; employer; competencies; unemployment; labour market.*

JEL CLASSIFICATIONS: *J2, J4, J8.*

1. INTRODUCTION

Young people are the future of any economy, not just as consumers and customers, but also as employees. Current data from around the world indicate that young employees face specific challenges and challenges in gaining access to the labour market and finding stable employment. Youth was defined by the United Nations and the International Labor Organization (ILO) as represented by people aged 15-24. Current studies in different countries around the world show that the youth unemployment rate is double that of adults. This requires the need for more attention to be given to the role of the young job seekers.

It should also be stressed the significant economic and psychological impact of the failure to support and develop young employees. Career counselling can therefore provide important insights into the type of work preparation, career development decisions and job search skills.

Based on recent research, we will highlight how employers, educators and even young people looking for a job can adopt a more effective approach that will be

* *Lecturer, Ph.D., University of Petroșani, Romania, rpmita@yahoo.com*

profitable for both organizations and society. We will explain the reasons why greater care and attention is needed with regard to young employees without which we will not be able to build and develop our economies. If we do not pay attention to them, we risk endangering both their individual and society's future.

2. LITERATURE REVIEW

2.1. Young people and unemployment: A regional analysis

The position of young people on the labour market in various regions of the world is a very complex issue and its understanding is far from complete because we do not always have data available and when comparisons are possible their generalization is impossible due to the differences between micro- and macro-contexts. Recently, a series of unemployment-related reports have been published, both from a global perspective of the OECD (OECD, 2013) and more directly focused on the issue of youth unemployment made by ILO (International Labour Organization, 2013a). The information from these reports can help us understand some trends in youth unemployment and identify the relevant peculiarities that take place in different regions.

Since 2007, in most industrialized countries, the current economic and financial crisis has led to a sharp rise in unemployment rates. Data from the Organization for Economic Cooperation and Development (OECD, 2013) shows an increase in the unemployment rate between 15-24% in the whole population as well as among young people. Until 2012, global unemployment rose from 28.4 million people in 2007 to a total of more than 197 million. In contrast, the youth unemployment rate in 2013 is at a maximum of 12.6%, with an estimate of 73.8 million young people as unemployed [3].

Thus, the overall unemployment rate among young people is considerably higher compared to the overall unemployment rate. In addition, during this economic crisis, the period spent in unemployment also increased; while in 2007 28.5% of the young unemployed remained in this situation for more than 6 months, in 2012 this figure increased to 35%. Another relevant change in the status of young people in 2012 is the significant percentage (12.7% of the general youth population) of those outside education, training or organizational systems (so-called NEET's). This situation generates difficulties in finding a job.

The response of several governments in different regions of the world, especially in developed countries, to the current economic crisis consisted in introducing policies aimed at increasing the retirement age, although this creates even more tensions when one in four or five young people who want to work are unemployed (Peiró, et al., 2012).

In the past, going beyond compulsory education has created more opportunities for young people. However, the current crisis has not differentiated the chances of employment depending on the educational level. This trend is worrying, according to a large-scale study in nine countries. These young people are the "cream" of their societies, and their lack of progress on the labour market can create a greater

loss of confidence compared to those who have not been subject to social conventions (Limonta, et al., 2014). Also, those lacking education or access to further studies have witnessed an increase in the precariousness of employment opportunities. Thus, at present, education is no longer sufficient to ensure the employment of young people (Searle, et al., 2014).

2.2. The challenges that young people face in the search for a job

Although youth unemployment is directly related to national unemployment rates, reflecting the national context in which it occurs, young people from all over the world who are looking for jobs face certain barriers and challenges in terms of employment prospects. These challenges can be analysed from a personal perspective of employability, by examining "a labour-specific adaptability that gives employees the ability to identify and become aware of career opportunities" (Fugate, et al., 2004).

Employability is generally described as a multidimensional construct of three to five major components centered around the social and human capital of workers, their career identity and their personal adaptability. We will continue to outline the advantages and disadvantages specific to each of these areas that young people looking for a job can meet.

Human capital refers to the skill set of people looking for a job, including skills, knowledge, experience and education. Human capital is a key element of employment. Recruiters look for employees with higher human capital, assuming that high human capital predicts work performance. Hence, having a human capital will influence the ability of job seekers to find and keep a job.

Education is an important part of human capital, and young jobseekers with a higher level of education are in favour of those who left school earlier (Vallejo & Dooly, 2013). Although this is generally true for the entire workforce, it seems particularly true for young people in the context of the economic crisis (OECD, 2013). The good news is that in many countries the level of formal education has increased over the past decades (Levinson, 2010) and more and more people have access to education. Thus, the rate of university graduates in 36 OECD countries increased by almost 10% compared to 2000, with the education level of those aged 25-34 having a 15% increase in university studies, compared to older workers (OECD, 2013).

However, while higher education graduates tend to have a higher employment rate, obtaining a university degree is not a guaranteed way to get a job. A study shows that only 42% of recruiters believe that university graduates are adequately trained for the labour market (McKinsey, 2012). This is probably due to the weak links between organizational institutions and industry in many countries of the world. In fact, research shows that in countries where educational institutions send strong signals about the skills and abilities of job seekers, youth unemployment rates are lower (Breen, 2005). Moreover, practice and practice-based learning tend to provide safer ways to work (Shoenfelt, et al., 2013).

Taking into account the evidence, there is a clear mismatch between employers' demands and the results of vocational education (Bailey, et al., 2004).

Schools systematically use inefficient approaches that do not develop skills and career aspirations (Kuijpers, et al., 2011).

Despite the obvious importance of education combined with experience, young job seekers do not have a work experience or just have limited experience, which is a difficulty for their employability. Recruiters prefer a candidate with relevant experience. Work experience is a good predictor of future workplace quality and stability for young people (Ling & O'Brien, 2012). Although work experience is differentiating, students are often unaware of its importance. In fact, retention of work during studies is very common in many countries around the world due to factors such as freedom of education, domicile with parents, encouragement by parents to focus on studies, lack of part-time jobs, or with partial time and failure of universities to provide a timetable to accommodate work schedules. Although there is no social pressure that encourages students to work during their studies, graduation without work experience has important consequences.

A qualitative study of Australian graduates indicates that during the studies, students are of the opinion that going to college and getting good grades is the way to a good job, but only after graduation does the fact that holding a college degree is just the price of admission, but it does not mean that it is enough to get a high-quality job (McKeown & Lindorff, 2011). Work experience is critical to developing a professional attitude and self-confidence by helping to obtain and maintain a job, indicating that it is an important deficiency of the human youth chapter. However, the development of human capital during university studies differs according to academic specialization.

Social capital refers to the idea that people you know are important when looking for a job. It is the sum of the relational resources a person has and includes both the size of the social network and its power and quality. Through relationships, jobseekers can learn about job opportunities and a social network can make recommendations on skills and matching with job requirements (Fugate, et al., 2004). Personal connections are often the main way that jobseekers apply for open positions and in fact they enter the labour market more quickly (Kogan, et al., 2013). It is normal to expect young people looking for a job to have a more limited social capital because of their limited experience and connections with people in the organizational environment. Although family and school connections are part of their social network, they are less likely to have access to people who have decision-making power in companies, resulting in less information about opportunities in organizations.

Limited social capital represents a barrier to employment, and prolonged unemployment has the cumulative effect of reducing the social capital of young people. Yates (Yates, 2005) in a review of Chinese youth showed how limited financial resources due to unemployment and associated shame significantly limit the interactions of these people. Although the social network in the groups of unemployed has proved to be extremely important in terms of emotional support, these contacts are limiting in support of the job search process. This alludes to the need for young people looking for a job to take proactive measures that create and maintain organizational relationships.

Identity. Relevant to employment is also the notion of career identity (Gunz & Peiperl, 2007), whether it is a self-centred career (Fugate, et al., 2004) or an employer-

cantered organizational identity (Van der Heijde, et al., 2006). The central point here is that people live according to certain narrative threads defining "who I am" or "who I want to be," which gives them the opportunity to integrate their past, present and future, and gives them personal goals and aspirations (Fugate, et al., 2004).

On average, the current generation of young employees reported a somewhat lower level of intrinsic values compared to leisure values versus other generations (Twenge, et al., 2010). Also, when it comes to their aspirations, young people are credited with too much expectations from the context, which demonstrates a strong sense of the fact that certain rights are given to them. Although recent reports target Generation Y when discussing these things (Greenberger, et al., 2008), it should be noted that such assumptions are systematically issued in relation to young people, rather than with people of a particular generation (Deal, et al., 2010).

Other studies suggest that people who engage for the first time are fairly realistic about the starting salary and the ability of the first job to fulfil their different aspirations (Ng, et al., 2010).

However, identity can prove to be a serious difficulty for young people. First of all, the identity of our career appears through the narrative strands we create to give meaning to our past and future career, but also to impress those around in contexts such as the selection process (Fugate, et al., 2004). However, creating a compelling storyline becomes more difficult in the absence of sufficient material to be built, placing young people at a disadvantage to the elderly.

Young people themselves may need to develop their career identity. A survey of 20- to 34-year-old employees showed that 40% of the sample is presented as "changers" (people who have interrupted their career paths, who have constantly changed their jobs, often in different occupational categories or whose status oscillated frequently between the employee and the unemployed). Often, respondents have become obsolete as a result of bad academic results and dropping out of school or college. A frequent topic among these respondents was the search for a skilled vocational training opportunity that would allow them to no longer oscillate between performing unskilled work and being unemployed.

However, others who were "changers" had some academic background, choosing a break after graduation to travel, work in different simple posts, trying to study further in part-time and essential work, find out what they want to do with their lives. In addition, besides these 40%, another 20% reported that having some experience of changing their professional or employee status was helpful in making a conscious decision to focus on a specific post or career. In contrast, only 36% of this sample reported finding a right job immediately after graduation and keeping it for a reasonable time. In short, although a clear identity is necessary for a career direction, it is often difficult for young people to find it (Bradley & Devadason, 2008).

Adaptability. The final component of the employability is the ability to adapt personally: the desire and the ability to change personal factors (knowledge, skills, abilities, provisions and behaviours) to meet the requirements of the situation (Fugate, et al., 2004) either through proactive anticipation or reactive flexibility (Van der Heijde, et al., 2006).

Adaptation is a component that can place young people looking for a job to the advantage of the elderly. First of all, both young people's life (Super, 1990) and temporal proximity to education facilitate access to and the appropriate use of learning opportunities. Secondly, young people have already been born and raised in a world where there is insecurity in the workplace. For them, the demands of "employee flexibility" and "lifelong learning" are the standard, which could have a beneficial impact in effectively managing the negative effects that occupational insecurity may have on health and the desire to change jobs (Cheng & Chan, 2008). Indeed, in a large-scale study among Canadian students, only half of respondents reported that they would like to spend their entire lives in one company (Ng, et al., 2010), giving greater value to the opportunities of training and variety of work than job security. Also, qualitative data suggests that many young people not only accept insecure jobs as part of their careers, but integrate the need for adaptation and continue learning (Bradley & Devadason, 2008).

In this context, the psychological capital of these young people is also a capital that is related to the mental and personal resources a person has, including hope, optimism and trust (Cheng & Chan, 2008). Young adults often report high levels of overall life satisfaction and higher levels of optimism, even in low-income situations (Bradley & Devadason, 2008). However, looking for a job is in itself a stressful process in which it is possible that people who run for certain posts will never get a response from companies and every day they do not have a job contributes to their financial stress, and to anxiety. Research shows the critical importance of youth resilience and hope.

Moreover, the confidence of young people in the search for a job and their level of proactivity was associated with positive results (Brown, et al., 2006). Especially during periods such as the financial crisis, young people preparing for the labour market often attribute their own success to luck, more than effort (Giuliano & Spilimbergo, 2009). They become susceptible to losing hope when looking for a job in contexts where the unemployment rate is high. Moreover, young people, especially those without work experience, have little confidence in their own search and in the skills of the interview, and lack the necessary resilience to continue the search process.

Work experience during school years, structured mentoring, and job-seeking skills, as well as direct interventions centred on the growth of psychological capital (Luthans, et al., 2006) be very useful for young people.

2.3. Consequences of youth unemployment

The unemployment of young people in the world has as a result a "lost generation" in which people become NEET's (without education, work and training). This experience of youth unemployment can create a considerable fracture in their transition to maturity (Bjarnason & Sigurdardottir, 2003). The impact of not finding a viable job and a career has consequences not only for young people, but also for their families and society. In addition to the impact on health and psychological well-being, youth unemployment has repercussions on societies as a whole (Gough, et al., 2013).

A direct consequence of unemployment is the employment of young people below their qualification level is finding and accepting an inappropriate job. In this context, employment below the qualification level generally refers to those qualified and accepting a job below their educational level or accepting a job in a different field from the one in which they were trained. Both situations have negative consequences on the salary and happiness of graduates (Beduwe & Giret, 2011).

A second consequence of unemployment is migration. When facing discouraging employment prospects, young unemployed can choose an alternative route to their current context: migration. In Europe, this is very prominent due to the free movement of labour between the EU Member States. Although this temporarily solves the problem of youth unemployment, migration brings with it many challenges and complications, including cultural adaptation both from the job seeker and the employing organizations, language difficulties and emotional difficulties caused by family separation.

Research present highlights the consequences of academic success materialized in an integration adapted to the labor market or, on the contrary, the limits of a professional disintegration, with more dramatic effects at the demographic level. One thing is certain: if the education system does not produce well-trained elements and if the labour market does not offer opportunities in full compliance with the existing demand, emigration outside Romania's borders will reach alarming rates, especially for young people with higher education, and the country will know what is called the phenomenon of massive depopulation.

3. METHODOLOGY

3.1. Research Aspects

Jiu Valley, a former mining region, is facing today with a very difficult situation called depopulation, caused by massive emigration and demographic aging, phenomena leading to major imbalances in the structure of the entire population of Romania. Our research is a pilot study, as a potential employer-employee relationship has been created between the participants in the study, with university graduates benefiting from a professional internship during the last two years of college, at the end of which the employers showed their openness to a permanent work contract.

3.2. Subjects and instrument used

A questionnaire-based sociological survey was completed by 129 graduates and 129 employers, with a representation error of ± 3 %. These graduates were beneficiaries of the services of the Centre of Counselling of the University of Petrosani, where they received career and personal marketing services. Moreover, university graduates have been recruited on the academic performance curriculum, in order to benefit from a practice internship during the last two years of faculty, within the representative companies in the Jiu Valley.

The research based on the quantitative questionnaire was structured on 21 questions for the employers and other 25 questions for the graduates, of which 8 were common for the two lots of subjects, by which comparable results have been constituted between the requirements and expectations of the two parties involved in the labour market and the work hypothesis has been validated.

4. RESULTS

4.1. Recruitment Process and Sources of Information

The candidates' recruitment process is based on the use of a variety and modality of attracting graduates from higher education towards available jobs. From the answers given by the employers of the top firms in Jiu Valley, more than 40% are based either on recommendations (48.3%), or on direct approach of the candidates (44.8%), and more than one quarter are based on information found on job sites. Unfortunately, only 10% attract the candidates by promotion actions in university centres.

In view of obtaining as detailed information as possible regarding competencies and knowledge expected by employers to be found with University of Petrosani graduates, we have been looking both for key competencies, proposed in a Recommendation of the European Parliament, and for competencies/knowledge that are specific to domains of companies involved in research.

A part of the competencies centralized as a result of the analysis of the participants' responses, are also to be found in the table with key competencies, developed at UE level. We wish to underline that these classifications do not exclude each other; they help us create a detailed picture of the companies' expectations regarding skills of graduates. We feel that these competencies should increase the employability level for all graduates of the University of Petrosani, current and future generations.

Table 1 shows that most of the employers participating in the study consider that the education of candidates is very important (95.8%), but also their skills (77.7%). Recommendations in favour of the candidate are appreciated by more than 60%, and the reputation of the higher education institution is appreciated by more than 35% of the respondents.

Considering the psychological and social characteristics specific to the graduates' age range, the information reaching them, the confidence shown in the information sources, as well as the critical thinking, the way in which information is processed, are all essential factors in carrier decisions assumed by them.

The graduates had the opportunity to choose among various sources of information, all those being able to represent a point helping them to choose their jobs. Of the items allotted to information sources, declared by the graduates as having been resorted to for information, three view direct contact of the graduate with factors of influence in professional decision. Thus, job markets are preferred by approximately 85% of the subjects, direct approach of the employers (38%), but also Public

Placement Agencies (28%). Internet/mass media is used by more than three quarters of the graduates.

Table 1. Importance of the following aspects in the recruitment process (%)

Variants	Very important	So and so	Very insignificant
Education level of the candidate	95.8	4.2	-
Skills of the candidate	77.7	7.4	14.9
References from third parties	60.8	13.0	26.2
Practical experience in Romania	44.0	12.0	44.9
Reputation of the graduated institution	36.1	34.8	26.1
Education abroad	33.3	38.1	28.6
Practical experience abroad	23.8	14.3	61.9

An important aspect for the approach of materials and methods of popularization of carrier orientation services is the impact perceived by the student for the information sources and the confidence allotted to various sources, when facing carrier decision. The carrier orientation materials for undergraduates should show the openness of the carrier centres to cooperation with institutions in private or state institutions. Job or internship opportunities should be presented, direct contact with employers should be mentioned, since such services are considered to be important, therefore they are looked for when appealing to carrier counselling services. Similarly, the undergraduates need to be informed on the fact that carrier centres can offer more than mediation between the undergraduate and possible employers.

Table 2. Importance given to the following sources of information in career (%)

Variants	Extremely important	So and so	Extremely insignificant
Training in the field of study	76.9	15.4	7.7
Presentation of firms	59.0	38.5	2.5
Carrier fairs	82.1	17.9	-
Employment interviews	74.3	17.9	7.8
Training in another field	48.7	33.3	18.0
Employment portals	43.5	43.6	12.9

Lack of self-knowledge, of exploration of employment opportunities, preponderant centring on identification of a possible employer, without putting into balance one's own interests or values, make the entire decision process unsatisfactory. To this one might add the fact that most of the graduates put the responsibility for developing professional competencies on the University instead of their own person. The fact that the support in the professional course is done by academic means is a plus for the undergraduates, since it meets the needs and expectations manifested.

Meanwhile, however we should take into account the fact that there is a risk of transforming the undergraduates into simple receptors. It is necessary to maintain the responsibility and confidence attributed to the academic environment, and meanwhile to encourage the development and assuming of one's own responsibility by offering practical exercises that might be achieved outside the academic environment, by orientation toward labour market, by support offered in developing a personal brand and training in social networks that might assist them in their professional course.

These conclusions allow us draw up carrier orientation and counselling programmes that would make first of all undergraduates sensitive to the importance of being actively involved in all the stages of professional course, assuming critical view on the information obtained and developing practical competencies regarding the selected activity area.

4.2. Carrier interests and decisions

Even if there was no long-term contact with labour market, the graduates' interests are important, especially in the perspective of their being taken to the reality offered by labour market and competencies proven in professional domains by them. Work context is very important for the young, they prefer certain characteristics of a potential workplace.

As a result of the motivation evaluation, we found that the principal motivating factors in the evaluation of a job by the responding graduates, are:

- Possibility of acquiring new knowledge in the field of their interest.
- Possibility to advance in their carrier.
- Good communication between departments and colleagues.

The main de-motivating factors, in case the undergraduates would be confronted with those, are:

- Lack of interactivity within a department.
- An environment with reduced possibilities of professional development.
- Possible deficient team organization.

We offered the graduates a list of possible expectancies for the desired job. Out of those, recognition of professional merits is preferred by 43%, motivating conditions for improvement and promotion a little more than 40%, and material advantages are preferred by one third.

In looking for jobs, both young graduates and employers have a series of expectations, one of them realist, pertinent, others less so. Depending on the requirements and expectations of the employers, the stability of the labour market is

determined, while part of the employees stay or are even promoted, others leave the company.

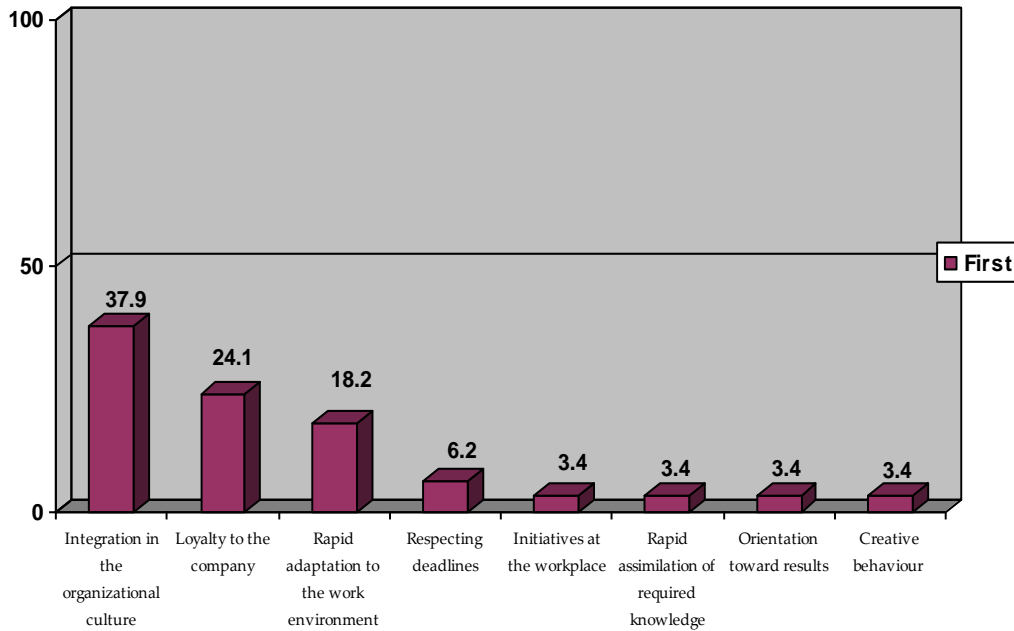


Figure 1. Expectations of the employers towards the employees (%)

The employers appreciate in the potential employees the capacity of being themselves, of being open, adaptable and loyal. During the interview, they may use questions that would bring to light character, aptitudes, as well as rapid adapting to job requirement, and also meeting deadlines. Especially important are integration capacity in the organization's culture, creativity, initiative at the workplace.

For the young at the beginning of their carrier, access to as much information as possible regarding the employing company, the expectations regarding the ideal candidate is important.

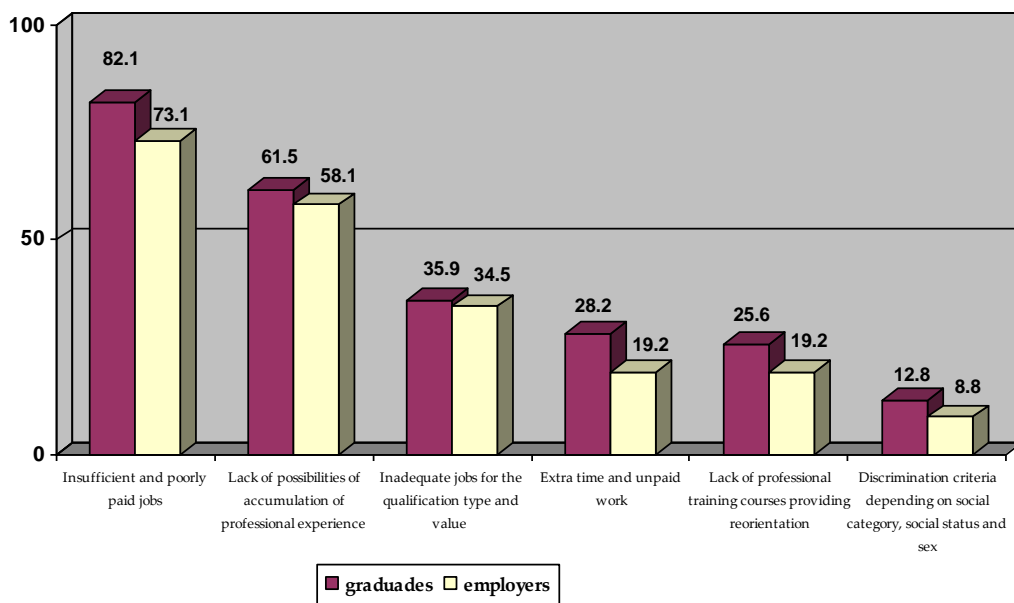
A candidate will convince by his /her personality, experience, the way he/she looks at his/her professional advancement, aptitudes showing that he/she might bring a plus value to the company. A common factor regarding the expectations of the employers is volunteering, involvement in various activities during the education years, stages of practice. Participation in these activities is looked upon by the employers as a way of gaining experience.

The same work experience is seen both by the graduates and the employers as key-element in carrier promotion and advancement, followed by the level of qualification attained, but also the existence of a personal and professional development plan, first of all by participating in training courses. This compatibility of ideas between the two lots of subjects supports the hypothesis of the study.

Table 3. Carrier advancement possibilities, in the opinion of graduates and employers (%)

Variants	Work experience	Study/ qualification	Participation in professional training	Personal development plans	Inside decisions of staff advancement	Political changes	Others
Graduates	46.8	30.6	9.8	9.8	1.6	1.2	0.2
Employers	46.4	30.2	10.8	8.8	1.6	1.2	1.0

4.3. Present limits of labour market

**Figure 2. Labour market limits in the opinion of graduates and employers (%)**

The comparison between the two lots of respondents points out a relative similarity of opinions regarding the limits existing in Romania's labour market, the idea that supports the hypothesis of our study.

Thus, the variant with most of the choices, both of the graduates and of the employers, is represented by the problem of insufficient and poorly paid jobs. One should mention however, that with the graduates, among the aspects mentioned as limits of the labour market, we may also find lack of possibility of accumulating professional experience, a requirement that is absolutely necessary for hiring, but also the existence of jobs that do not match the value and type of qualification, an aspect which should be in the attention of the universities.

4.3. Opportunities existing on the labour market

The data presented in Figure 3 show the success of the action taken by the companies involved in the study, involving students interested in long-term internships, resulting in graduates with higher education, experienced in the workplace and motivated to remain active actors in the labour market work in the native country. In order to halt the emigration of young people with higher education, not only the labour market must be flexible and adaptable, but also the educational offer of higher education, the collaboration between the two environments being the essential condition for an adequate insertion on the labour market.

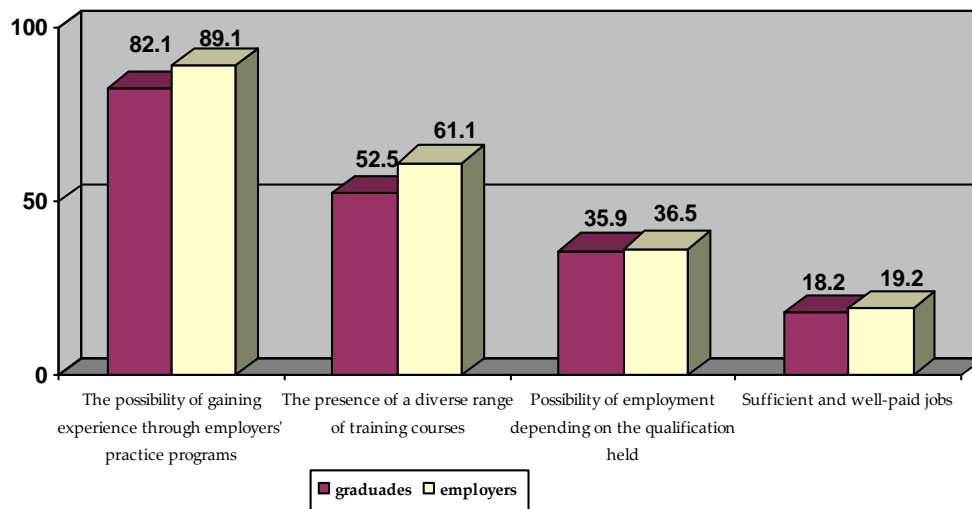


Figure 3. Labour market opportunities in the opinion of graduates and employers (%)

5. CONCLUSIONS AND DISCUSSIONS

The hypothesis on which our entire research was based, namely “We estimate that there are no significant differences between the labour market needs and the outcome of the educational system”, has been partially confirmed.

For the young at the beginning of their carrier, it is important to have access to as much information as possible regarding the employing companies, and the expectations of those on the ideal candidate, this being the main reason of maintaining an active partnership between the two media – academic and economic, its final goal being an increase of the level of employability of the university graduates.

Nowadays, more and more young people have been employed since the student years. This is due to financial problems or the desire for self-improvement. Internships or practice programs offered by business environment are a very effective way to gain experience and improve personal curriculum vitae. Most young people,

once they leave school, start building a career. Each of them seeks at least one source of motivation and a professional destination.

The importance and attractiveness of such an internship is to acquire and develop applied professional skills such as teamwork or project management, the chance to gain real professional experience and ultimately to get a permanent job in the workplace chosen. There are quite a lot of employers, plenty of renowned companies that lend a hand to young people, giving them the chance to start somewhere, learn directly from specialists.

The experience gained during such an internship is very important, especially because nowadays the experience matters more than the many diplomas or courses you have attended. Most employers are looking for experienced or at least willing people to learn and accumulate as much information as possible in the shortest possible time. Young participants at a practice stage will have countless advantages: interaction with professionals in the field, the opportunity to participate in training and theoretical and practical training sessions, work within competitive teams, and result orientation.

It is possible to discover with the help of the media the companies that organize such practice programs. A practice internship at a renowned company can be a big step forward towards a successful career. It is true that these programs can also be used to promote the image of the company that organizes them but at the same time it is a great opportunity for students or graduates to figure out which profession they want to pursue in the future and take the first steps in that direction.

Finally, it is important to emphasize that although the active role of youth towards unemployment is essential, it should not lead to the alleged blame of an individual because he or she is guilty if unemployment has not been adjusted. It is important to be aware of the fact that it is a multi-level phenomenon with important contextual and structural factors that the individual cannot cope with. Furthermore, it is important for governments, educational institutions, companies and other organizations to create and implement resource-friendly interventions to help young people effectively cope with and experience the experience of unemployment, to improve career development in an expanded context.

REFERENCES:

- [1]. Bailey, T.R., Hughes, K.L., Moore, D.T. (2004) *Working knowledge: Work-based learning and education reform*, New York: Routledge
- [2]. Beduwe, C., Giret, J.F. (2011) *Mismatch of vocational graduates: What penalty on French labour market?* Journal of Vocational Behavior, 78, pp. 68-79
- [3]. Bjarnason, T., Sigurdardottir, T.J. (2003) *Psychological distress during unemployment and beyond: Social support and material deprivation among youth in six northern European countries*, Social Science & Medicine, 56, pp. 973-985
- [4]. Bradley, H., Devadason, R. (2008) *Fractured transitions: Young adults' pathways into contemporary labour markets*, Sociology, 42, pp. 119-136
- [5]. Breen, R. (2005) *Explaining cross-national variation in youth unemployment*. European Sociological Review, 21, pp. 125-134
- [6]. Brown, D.J., Cober, R.T., Kane, K., Levy, P.E., Shalhoop, J. (2006) *Proactive personality and the successful job search: a field investigation with college graduates*, Journal of Applied Psychology, 91, pp. 717-726

- [7]. Cheng, G.H.L., Chan, D.K.S. (2008) *Who suffers more from job insecurity? A metaanalytic review*, Applied Psychology-an International Review, 57, pp. 272-303
- [8]. Deal, J.J., Altman, D.G., Rogelberg, S.G. (2010) *Millennials at work: What we know and what we need to do (if anything)*, Journal of Business and Psychology, 25, pp. 191 -199
- [9]. Fugate, M., Kinicki, A.J., Ashforth, B.E. (2004) *Employability: A psycho-social construct, its dimensions, and applications*, Journal of Vocational Behavior, 65, pp. 14-38
- [10]. Giuliano, P., Spilimbergo, A. (2009) *Growing up in a recession: Beliefs and the macroeconomy*, Institute for the Study of Labor, Discussion paper series, IZA DP No. 4365. Retrieved from <http://ftp.iza.org/dp4365.pdf>
- [11]. Gough, K.V., Langevang, T., Owusu, G. (2013) *Youth employment in a globalising world*, International Development Planning Review, 35, pp. 91-102
- [12]. Greenberger, E., Lessard, J., Chen, C., Farruggia, S.P. (2008) *Self-entitled college students: contributions of personality, parenting, and motivational factors*, Journal of Youth and Adolescence, 37, pp. 1193–1204
- [13]. Gunz, H.P.P., Peiperl, M.A. (2007) *Handbook of career studies*, London: Sage Publications
- [14]. International Labour Organization (2013a) *World of work report 2013: Repairing the economic and social fabric*, Retrieved from http://www.ilo.org/wcmsp5/groups/public/-dgreports/-dcomm/documents/publication/wcms_214476.pdf
- [15]. International Labour Organization (2013b) *Global Employment Trends for Youth 2013: A generation at risk*. Geneva: International Labour Office
- [16]. Kogan, I., Matkovic, T., Gebel, M. (2013) *Helpful friends? Personal contacts and job entry among youths in transformation societies*, International Journal of Comparative Sociology, 54, pp. 277-297
- [17]. Kuijpers, M., Meijers, F., Gundy, C. (2011) *The relationship between learning environment and career competencies of students in vocational education*, Journal of Vocational Behavior, 78, pp. 21-30
- [18]. Levinson, A.R. (2010) *Millennials and the world of work: An economist's perspective*, Journal of Psychology, 25, pp. 257–264
- [19]. Limonta, T., Manzini, S., Nastri, A., Quarantino, L. Searle, R.H. (2014) *Yers ready for work around the world*, Milan, Italy: Fondazione ISTUD
- [20]. Ling, T.J., O'Brien, K.M. (2012) *Connecting the forgotten half: The school-to-work transition of noncollege-bound youth*, Journal of Career Development, 40, pp.47-367
- [21]. Luthans, F., Avey, J.B., Avolio, B.J., Norman, S.M., Combs, G.M. (2006) *Psychological capital development: Toward a micro-intervention*, Journal of Organizational Behavior, 27, pp.387-393.
- [22]. McKeown, T., Lindorff, M. (2011) *The graduate job search process: A lesson in persistence rather than good career management?* Education + Training, 53, pp.310-320
- [23]. McKinsey (2012) *Education to employment survey*, Retrieved from http://www.mckinsey.com/client_service/public_sector/mckinsey_center_for_government/education_to_employment
- [24]. Ng, E.S.W., Schweitzer, L., Lyons, S.T. (2010) *New generation, great expectations: A field study of the millennial generation*, Journal of Business and Psychology, 25, pp. 281–292
- [25]. OECD (2013) *Employment Outlook 2013*, OECD Publishing, http://dx.doi.org/10.1787/empl_outlook-2013-en

-
- [26]. **Peiró, J.M., Tordera, N., Potocnik, K.** (2012) *Retirement practices in different countries*, in M. Wang (Ed.) *The Oxford handbook of retirement*, New York, NY: Oxford University Press, pp. 510-540
- [27]. **Searle, R., Erdogan, B., Peiro, J.M., Klehe, U.C.** (2014) *Youth Employment*, www.siop.org/WhitePapers/Youth%20Employment%20Summary%20FINAL.pdf
- [28]. **Shoenfelt, E.L., Stone, N.J., Kottke, J.L.** (2013) *Internships: An established mechanism for increasing employability*, *Industrial and Organizational Psychology*, 6, p. 2427
- [29]. **Super, D.E.** (1990) *A life-span, life-space approach to career development*. in D. Brown, L. Brooks, & Associates (Eds.), *Career choice and development*, San Francisco, CA: Jossey-Bass pp.197-261
- [30]. **Twenge, J.M., Campbell, S.M., Hoffman, B.J., Lance, C.E.** (2010) *Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing*, *Journal of Management*, 36, pp. 1117-1142
- [31]. **Vallejo, C., Dooly, M.** (2013) *Early job leavers and social disadvantage in Spain: From books to bricks and vice-versa*, *European Journal of Education*, 48, pp. 390-404
- [32]. **Van der Heijde, C.M., Van der Heijden, B.I.J.M.** (2006) *A competence-based and multidimensional operationalization and measurement of employability*, *Human Resource Management*, 45, pp. 449-476
- [33]. **Yates, J.A.** (2005) *Transition from school to work: Education and work experiences*, *Monthly Labour Review*, 128, pp. 21-32