



National Report / SPAIN

Y.U.S.S. – Addressing Youth Unemployment through Soft Skills Coaching Programmes

2011-1-ES1-LEO05-35958

Partnership

Spain
ADESEMA
Ms. Vera Bartolome (Coordinator)
E-mail: v.bartolome@adesema.org

France
IDF
Ms. Ramona Dogaru
E-mail: bastia@idf-corse.eu

Bulgaria
BDA
Ms. Denitza Toptchiyska
E-mail: denitza@bg-da.eu

Spain
AEDIPE
Ms. Maria Jesús Pérez López
E-mail: mjperez@aedipecentro.org

Portugal
ISQ
Ms. Isabel Dias Nunes
E-mail: ICNUNES@isg.pt

Germany
VHS Cham
Ms. Martina Bachmeier
E-mail: mbachmeier@vhs-cham.de

Austria
E.N.T.E.R.
Ms. Daniela Maresch
E-mail: daniela.maresch@enter-network.eu

Index

1.	Background and Country Context	1
1.1	Economic data	1
1.2	Unemployment growth: the origins.....	1
1.3	Unemployment	2
1.4	School and VET system in Spain	2
2.	Organisation/youth inclusion expert	9
3.	Questionnaire results and notes on interviews	11
3.1	Order of soft skills	11
3.2	Weight of training/skills/experience when hiring.....	13
3.3	Lack of social skills.....	13
3.4	Ability to adapt to a company's environment (flexibility)	2
3.5	Communication	7
3.6	Emotional intelligence.....	9
3.7	Autonomy.....	11
3.8	Intercultural competence	12
3.9	Networking skills	14
3.10	Change management skills.....	17
3.11	Other skills that the respondents consider fundamental	19
3.12	Importance of soft skills for young people to find a job.....	19
4.	Interpretation of results	2
5.	Annex I: Chart of the Education System in Spain	5

1. Background and Country Context

1.1 Economic data

In order to get to know the economical and general political background of Spain, the most important statistical¹ data is presented in the following chart. All data is referred to the year 2011 unless indicated:

Surface of Spain	504,030 km ²
Population	47.190.493
Age of population:	
under 15 years	14,86%
15 to 30 years	18,90%
31 to 70 years	54,53%
> 71 years	11,71%
Gross domestic product	387.493 M
Total rate of unemployment	24,44% (1 st quarter 2012)
Rate of unemployment by age:	(1 st quarter of 2012)
16 to 19 years	71,45%
20 to 24 years	48,06%
25 to 29 years	31,17%

1.2 Unemployment growth, the origins

In 2008 the financial crisis of subprime mortgages came from overseas and established in Spain. U.S. banks had signed a huge quantity of subprime mortgages with very doubtful recovery. Those mortgages were placed on financial markets in packages along with other quality assets so to be considered highly recommendable. When this activity was known, financial institutions stopped lending money to each other and therefore the interbank credit froze².

¹ Source: Nacional Institute of Statistics of Spain, www.ine.es

² Source: Unemployment Study by Infobs.net job portal & ESADE Business School
http://www.tueligesinfojobs.net/informa/informe_infojobs_esade_2011.pdf

The mistrust expended so the banks started not lending money to each other, so no money was lent to enterprises or to the common people. This lack of funding was not solved by the liquidity injections provided by the European Central Bank (ECB). This halted the construction sector which had led on the Spanish economy since the 50s.

Furthermore, this lack of liquidity began to affect other sectors while the contracted consumption and the delayed payments sent enterprises to bankruptcy. During 2008 and 2009, unemployment doubled from 2.1 million to 4.2 million unemployed, according to the Labour Force Survey (EPA). Then the Unemployment concern came to head the list of concerns (indicators) prepared by the Spanish Centre for Sociological Research (CIS)³ and has since been in the first place, followed by the economic problems concern and the concern with the Spanish political class.

1.1.1 Spanish Unemployment key figures and measures to fight against it

The unemployment in the first quarter of 2012 was of 5.639.500 persons. This means that the rate of unemployment is of 24.44% (male: 24.09% and female: 24.86%). The youth unemployment increased compared to the year before: from 41.6% (2010) to 46,4% (2011)⁴.

Compared to the other members of the European Union Spain has got the highest rate of unemployment, followed by Greece and Ireland.

There are several reasons why unemployment is so high in Spain:

- A) Spanish structural unemployment
- B) High dependency of Spanish Economy to the construction industry
- C) Structure of contracts: there are more temporal contracts than stable ones
- D) High rate of youth unemployment

The structural unemployment has been traditionally constant in Spain. Even at its best economic period Spain had a structural unemployment rate that most countries would have found it unacceptable.

There exists also a high dependence of the Spanish economy to the construction industry. As noted in a recent EC report, the housing construction market slowdown has dragged other sectors therefore unemployment has increased.

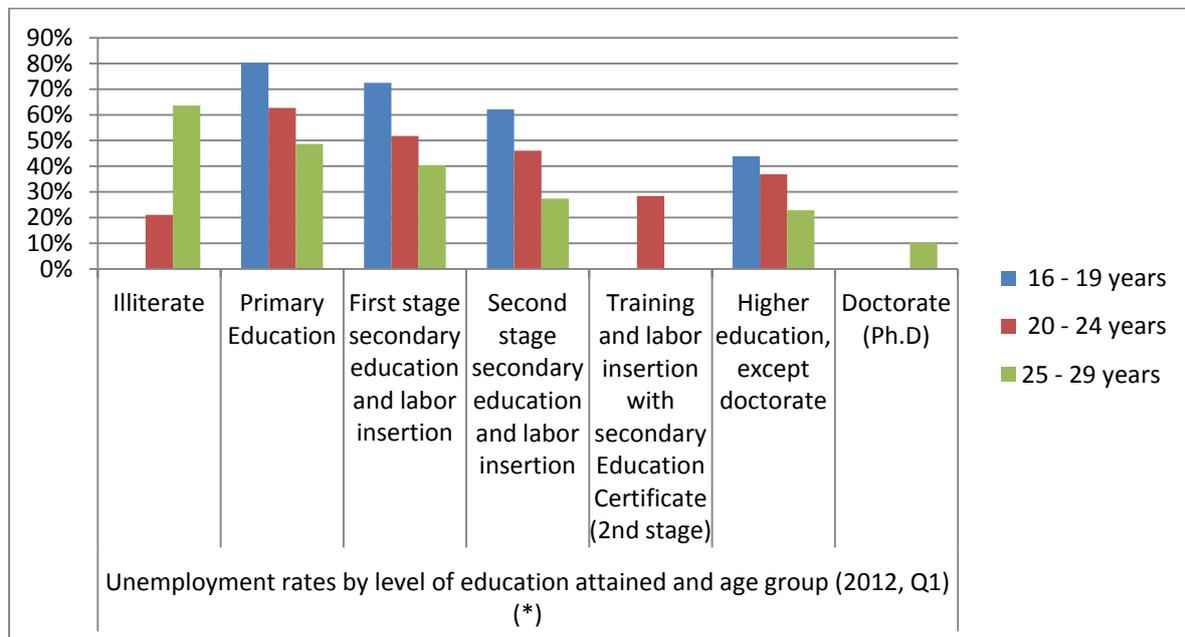
³ Source: Spanish Centre for Sociological Studies (CIS), Three concerns, April 2012
http://www.cis.es/cis/export/sites/default/-Archivos/Indicadores/documentos_html/TresProblemas.html

⁴ Source: Eurostat. Youth data refers to 15 – 24 years old population.
http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_unemployment_ifs/data/main_tables

Also, the structure of labour markets in Spain is at fault too as the temporary jobs overpass the amount of stable ones: the loss of jobs has been much stronger among temporary contracts (1.5 million fewer workers than in 2007) than among steady ones (just 100,000 less).

April 2012 – Contract signed by type: ⁵	
Total Steady job contracts	90.123
Total Temporal job contracts	913.044

Another major hallmark of the Spanish labour market is the high rate of youth unemployment, which in 2011 reached 48.7%, again exceeding that of any other EU member country. The lack of job prospects has been noticeable in the flow of emigrants and the affluence of other EC countries job market campaigns to recruit highly prepared Spanish graduates.



(*) Note: Since the first quarter of 2003, the category "upper secondary education and training and labor insertion" includes Social Guarantee programs / Professional Initiation. The new undergraduate and masters are included in official university higher education, except doctorate.

Regarding the **unemployment rates concerning the attained training**, it is possible to consider between both variables an inverse relationship- Although the unemployment rates in 2011⁶ raised in any levels with regard to the ones of 2005, it is possible to state that the higher the level of education, the lower the unemployment ratio. On this manner, for the people having attained Primary or Lower Compulsory Secondary Education the unemployment rate in 2011 is 34.29%, while

⁵ Source: Employment Public Service

http://www.sepe.es/contenido/estadisticas/datos_avance/doc/contratos/dbctmotc.doc

⁶ Source: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Spain:Political_and_Economic_Situation

for the people holding a degree in Post-Compulsory Secondary Education the rate was reduced to 22.68% and 13.65% for those holding higher degrees.

Education Strategy 'Europe 2020' comprises the reforms initiated related to national objectives in the field of education and specific recommendations to the Council, the European Semester, established in Spain in relation to Education and Training⁷. This article is divided into four subsections:

- Reducing early school drop-outs.
- Participating in lifelong learning.
- The improved model of university funding.
- Investment in education and training.

In vocational training (VET)⁸, one of the proposed objectives is to encourage **creativity, innovation and entrepreneurship**. Every formative cycle in vocational training will include, from 2012/2013 onwards, a professional module called "Business and Entrepreneurship", so that students may gain knowledge over the mechanisms for the creation and basic management of companies, self-employment issues, the development of social responsibility of companies, innovation and creativity in processes and techniques of professional practice.

There was an estimated amount of 1.150.000 vacant positions during 2011.⁹ The number of contracts that were signed by April 2011 was 4.349.386 while by the same month this year the amount was a little less, 4.027.856¹⁰. In 2001s fourth quarter there was an increasement of families with all active members' unemployed, from 149.800 to 1.575.000. The annual variation rate of employment was -3.26%. In 2001, unemployment affects more to men than to women¹¹.

Actual Spanish Government has developed a labour market reform law in order to fight against the unemployment. The key measures of the reform law¹² are the following¹³:

- A) The temporary employment agencies may act as placement agencies
- B) The right of workers to the training needed to adapt their job to actual market is recognised

⁷ Source:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Espa%C3%B1a:Reformas_en_curso_e_iniciativas_pol%C3%ADticas

⁸ Source:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Spain:Enhancing_Creativity_and_Innovation,_Including_Entrepreneurship,_at_all_Levels_of_Education_and_Training

⁹ Own estimation based on online job portal Infojobs which has 80% market share and which had 961.145 vacants in 2011

¹⁰ Source: Employment Public Service. <http://www.sepe.es>

¹¹ Source: 4th quarter 2011, Labour Force Survey (EPA) pressnote, National Institute of Statistics, Spain

¹² Source: Law: RDL 3/2012

¹³ Sources: <http://www.investinspain.org/icex/cma/contentTypes/common/records/mostrardocumento/0,,,00.bin?doc=4560463> and http://www.aedipecentro.org/pdf/SagardoyAbogados_ReformaLaboral.pdf

- C) The creation of a "training account" associated with the Social Security number of the person which will record the training received by the worker throughout his career
- D) Improved professional training of workers to achieve an improvement of employability.
- E) Tax incentives for the promotion of steady contracts
- F) New measures to enhance entrepreneurship and telecommuting

The Spanish Strategy for Employment 2012-2014¹⁴ is aimed at effectively improving labour market and compliance with the European Strategic Framework on activity rates, employment, unemployment, employment of disadvantaged overall qualification of the workforce and job security . For its development is considered essential coordination and responsibility between the State and the Autonomous Communities.

All measures are aimed at users of the National Employment System, although defined care priority groups: people with special difficulties in integrating into the labour market, especially youth, with particular attention to those with lack of training, women, long-term unemployed, over 45, disabled or socially excluded, and immigrants.

The Strategy puts forward six objectives for Employment Policy, two of which are related to Education and Training segment:

Employment Objective 1: To increase participation in the labour market and reduce unemployment. It order to achieve an employment rate of 74% for the population aged 20 to 64 years in 2020, and more specifically a female employment rate for the same age group from 68.5% in 2020. The intermediate goal is to achieve by 2015 an employment rate of 66%. This entails increasing the level of skills of the workforce.

¹⁴ Source:

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Espa%C3%B1a:La_Educaci%C3%B3n_en_la_Estrategia_Europa_2020

Employment Objective 4: To improve skills and adapt them to market needs, which aims to promote better education and learning, adapting it to a changing labour market, ranging from reducing the school dropout rate to increase adult population receiving training for employment.

KEY GOALS OF EMPLOYMENT OBJECTIVES 1 & 4:	Career Orientation & guidance
	Employment opportunities and hiring promotion
	Opportunities for groups with special difficulties
	Promotion of mobility
	Training and continuous learning
	Employment and training opportunities
	Promotion of equal employment opportunity

1.3 School and VET system in Spain

The Spanish educational system offers the following distribution¹⁵:

- A) Primary Education
- B) Basic Education: Elementary & Secondary levels
- C) Upper secondary education
- D) Higher studies: College & Professional studies
- E) Education for adults
- F) Official Language Schools, additional schooling for foreign language proficiency
- G) Musical Conservatory studies, finishing it gives students an University level certificate
- H) Sports training and Art Education courses

The first level is Primary Education which covers up to 6 years. Although it is not a compulsory educational stage, the second cycle of it is free in all schools supported by public funds (public and private schools).

Basic education is compulsory and free in schools supported with public funds. Includes ten years of schooling and divided into two stages: Elementary Education, taught in primary schools. It comprises six academic years, which ordinarily enrolls between 6 and 12 years. Secondary Education (commonly named ESO), enrolls Secondary Schools students which are between 12 and 16 years. At the end of this stage, students receive their first official certification, the title of Compulsory Secondary Education, which allows access to upper secondary education or the workforce.

¹⁵ Source: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Espa%C3%B1a:Panorama_general

Upper secondary education is also taught in Secondary Schools. It lasts two academic years, usually studied between 16 and 18. It offers students two options: the Bachelor (general education) and vocational training intermediate level (vocational stream, VET). The latter also is offered in Vocational Training centers and integrated in the National Reference centers.

Higher education includes college and professional studies. University courses, are taught in universities, leading to obtaining the titles of Bachelor, Master and Doctorate.

There are also the Education of Adults (EPA) courses which include various lessons offered by the Education and Labor Administration Entities, which are taught in very different nature centers. The classroom lessons that lead to the granting of official education system are offered in regular or special schools for adults. The EPA is aimed at people aged 18 years and, exceptionally, to people over 16 years working who cannot go to school in the ordinary regime, or are high-performance athletes.

In addition to these educational levels and courses, the Spanish education system offers Specialised Education. Language lessons are taught in the Official Language Schools. Students can enroll from the age of 16. There is also Art Education, which includes basic Teachings of Music and Dance, Artistic education professionals and Art Education. These lessons are taught in various special schools in line with each type and level of education. Sports Training, organized training courses for intermediate and advanced and taught in the same institutions that the teachings of Vocational Training.

The Vocational Training (VET) medium grade in Spain¹⁶:

The purpose of Vocational Training under the Ministry of Education is to prepare students for the activity in a professional field and facilitate adaptation to industrial changes that may occur throughout life and contribute to their personal development, exercise of democratic citizenship and lifelong learning.

The purpose of the teachings of VET is that students acquire the capabilities to:

- Develop general competence for the qualification of his studies.
- Understand the organization and corresponding characteristics of the productive sector, and the mechanisms of employability, and to know the labour market laws and the rights and obligations arising from labour relations.
- Be able to learn proactively and work with team orientation as well as training in conflict prevention and problem solving of the same in all areas of personal life, family and society.
- Work taking care of safety as to prevent potential risks at/from work.
- Develop a professional identity in motivating future learning and adaptation to changing production processes and social change.
- Develop his entrepreneurial spirit to carry out professional activities and initiatives.
- Achieve competencies related to the priority areas referred to in the Act on Qualifications and Vocational Training law from 2002¹⁷.

Specifically, the intermediate level training courses are designed to provide skilled labor and qualified to fill jobs allow direct production in the sectors of industry or services.

¹⁶ Source: Eurydice.

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Espa%C3%B1a:Educaci%C3%B3n_Secundaria_y_Postsecundaria_no_Terciaria#Formaci.C3.B3n_Profesional_.28FP.29_de_grado_medio

¹⁷ Source: Spanish State National Journal: <http://www.boe.es/boe/dias/2002/06/20/pdfs/A22437-22442.pdf>

2. Organisation/youth inclusion experts

The following respondents answered to our questionnaire:

Respondent 1:

- * HR Director
- * Sector = Industrial industry = Toys manufacturing
- * 21% of young workers in the organisation
- * 100 to 499 employees
- * Turnover: _____ €

Respondent 2:

- * HR Manager Regional (Mediterranean Belt)
- * Sector = Industrial industry = metal company
- * 48,8% below 35 years old. Average is 31,92 years old.
- * 1.000 to 4.999 employees
- * Turnover: >100.000 €

Respondent 3:

- * HR Director (and youth inclusion expert)
- * Sector = services industry = telecommunication company
- * 50% is between 18 -30 years old. Average is 36 years old.
- * 1.000 to 4.999 employees
- * Turnover: > 100.000.000 €

Respondent 4:

- * HR Director
- * Sector = services industry = insurance company
- * 1.6% is less than 26 years old
- * 1.000 to 4.999 employees
- * Turnover: _____ €

Respondent 5:

- * HR Director
- * Sector = services industry = Transport company
- * 8% of young workers in the organisation
- * 1.000 to 4.999 employees
- * Turnover _____ €

Respondent 6:

- * HR Organization & Development Director
- * Sector = industrial industry = brewed beverages company
- * 10% of young workers in the organisation
- * 1.000 to 4.999 employees
- * Turnover > 100.000.000 €

Respondent 7:

- * Expert in youth social inclusion - Academic Secretary and Head of Recruitment
- * Sector = services industry = Educational facility
- * 80% of young workers in the organisation.
- * 51 to 200 employees
- * Turnover: _____ €

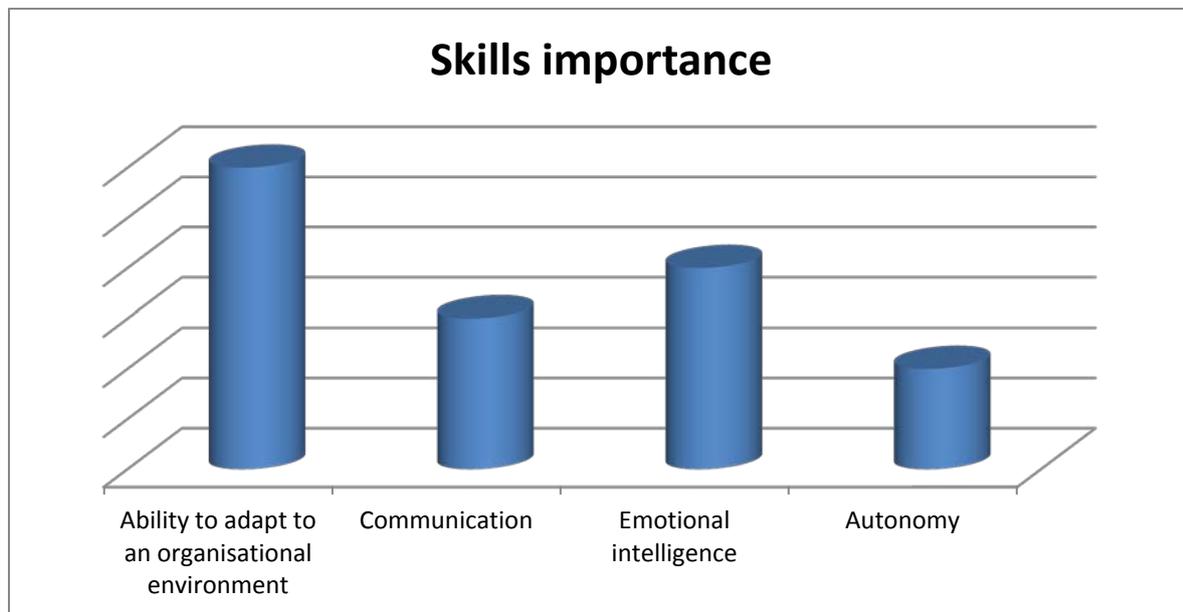
3. Questionnaire results and notes on interviews

Questionnaire made for Spain is quite more detailed than the rest of countries because labour market stakeholders are very interested in participating in a European project study of the competences that youth need to enter the workforce, and they are used to network best practices and proud to be requested to be a part of this project to share them along, therefore they are pleased with a longer and more detailed questionnaire.

Also, two of the respondents have being merged statistically to fulfil the mandatory request of this the study report which was to have only 6 repliers per country. This can be noted specifically on the charts analysis.

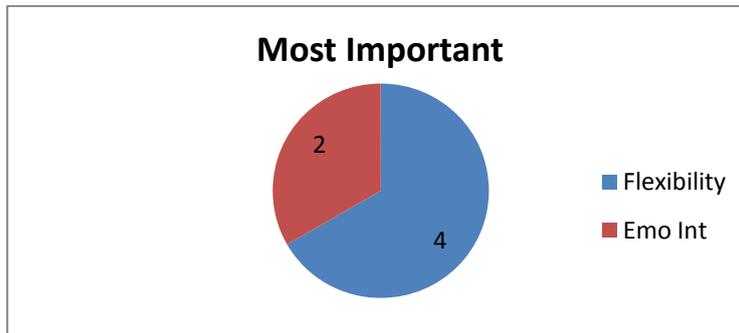
3.1 Order of soft skills

The respondents were asked to judge the importance of the following soft skills: Ability to adapt to an organisational environment, Communication, Emotional Intelligence and Autonomy on a youth who wants to access the labour market. This chart reflects the order of importance given.

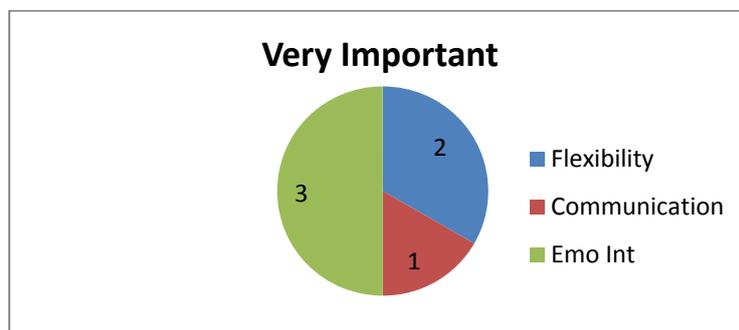


The distribution of values was the following:

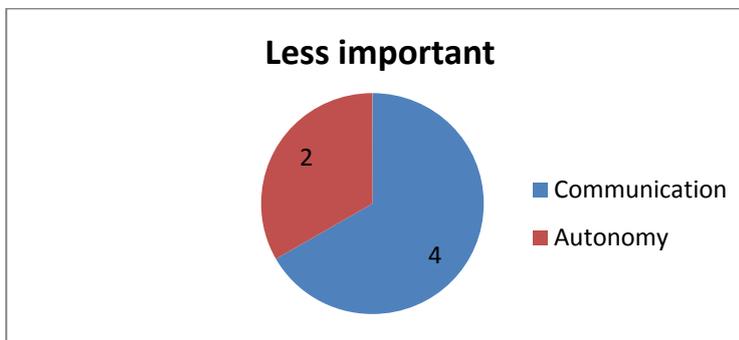
Most important:



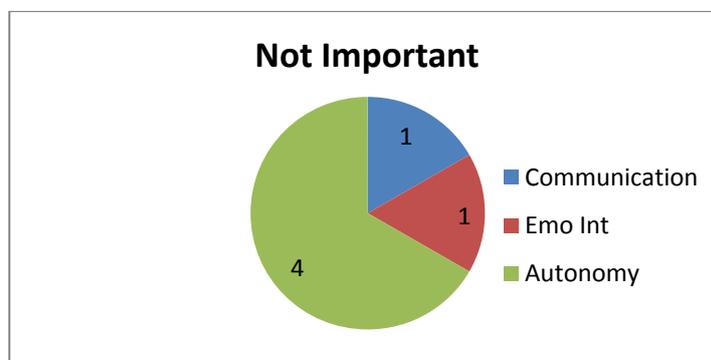
Very important:



Less important:



Not important:



It seems that the ability to adapt to an organisational environment and Emotion Intelligence are more important to Spanish human resources managers and experts in youth inclusion than

Communication or Autonomy. Probably because the latest ones can be developed with training but the other ones have to come within the young person.

3.2 Weight of training/skills/experience when hiring youth

	resp. 1	resp. 2	resp. 3	resp. 4	resp. 5	resp. 6	total %
% training	50	25	60	20	25	20	33,33
% skills	30	35	30	30	50	60	39,17
% experience	15	40	10	50	25	20	26,67



This chart shows that the skills baggage is preferred to education / training and to youth experience.

As one of the Spanish sample interviewees noted, the evaluated weight depends on the position, sometimes recruiters look for midcareer but normally recruiters get to hire youth talented people, emphasising on skills because these are the hardest to find and the most difficult to train in job.

3.3 Lack of social skills

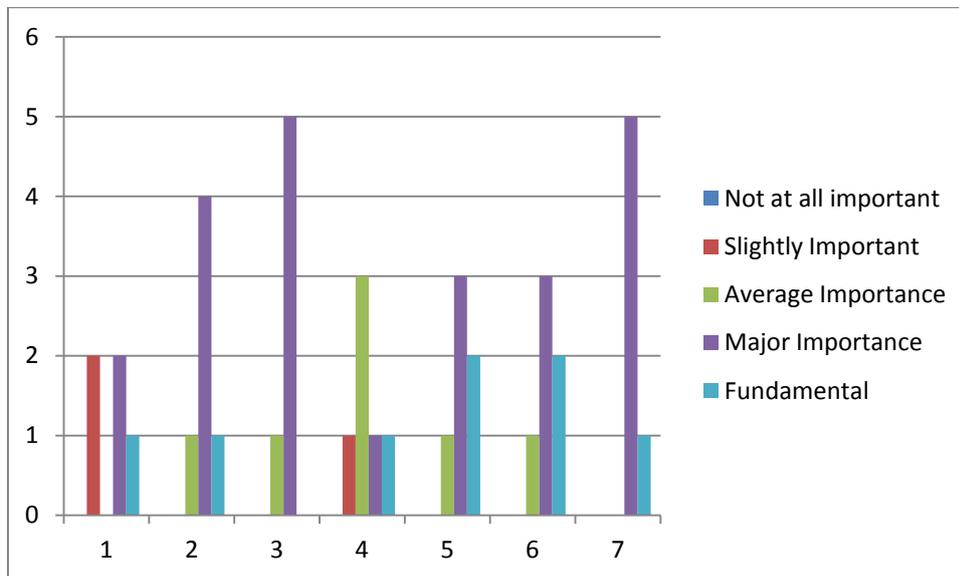
Respondents were asked to identify the social skills which youth did not have and or the ones which would terminate the employment relationship. These were the ones accounted for:

Summarized comments of respondents:

- Lack of appropriate humility
- Impatience
- Do not listen/ pay attention
- Poor disposition to mobility
- No teamwork orientation
- Poor Execution
- Accountability
- Lack of social skills
- Lack of business environment adaptation
- Lack of seniority in decision making
- Lack of compromise
- Not hard-working behavior, no commitment with finishing the tasks on time
- Lack of flexibility
- Lack of planning and organization of their work
- Very little ability to learn correctly
- Lack of initiative
- Lack of emotional intelligence
- Disinterestedness,
- Reluctance.
- Lack of effort on their work
- Disregard of workforce market
- Lack of responsibility

3.4 Ability to adapt to a company's environment (flexibility)

The following chart shows how important are judged the 7 statements listed below:



1. Understands the culture of the organisation that he wants to be integrated in. He identifies the company activities and his role when he will integrate in it
2. Accepts the constraints related to the job
3. Understand the requirements to be accepted by a group or team
4. Respects the hierarchical relationship
5. Is thorough in tasks execution
6. Takes personal initiatives
7. Has the ability to anticipate and respond effectively to change

In the previous chart it can be seen that statements 2, 3, 5, 6 and 7 are well appreciated by our sample. And Statements 3, 5, 6 and 7 are the most valued of all. This means that our Spanish sample prefers a young employee to be a team oriented professional who is able to anticipate and respond effectively to change and is thorough in tasks execution and is able to demonstrate initiative.

Specific questions on the Spanish sample on flexibility:

Only the Spanish respondents were asked to enumerate the measures their organization implemented to achieve the ability to adapt to an organisational environment competence on the development of new positions.

Flexibility competence is promoted by the following methods:

By Training & Development programs

With communication through internal magazine

Through the development interview / Annual plan vs appraisal. Analysis of potential.

By monitoring the first six months in the company with their boss

In some enterprises the employees have the possibility to publish their internal resume

Some promote lateral moves (functional change without promotion) in order to give youth the opportunity to gain experience in different functions. Others have internal rotation of job posts

Some give international assignments in order to gain experience, share knowledge, and improve the global perspective

Some handle out a Welcome pack: with organizational knowledge and company values. Other send memos to employees with new strategies and changes, or instruct youth in which have been the procedures so far and they send them continuous mails with procedures.

Evaluation of performance management by objectives

Ideas on adapting new procedures and different customers

By listening to their suggestions for improvement

One of the repliers of our sample gave the following detailed description related to youth evaluation which we reproduce here as an example:

“We have a performance evaluation system based on core competencies as defined in the organization. This evaluation is an objective assessment of the partner responsible for serving as a basis for designing the path of development. With the application of this system, each employee can know its position on four elements:

- 1) Evaluation of skills or competencies of the person in relation to those required for the job you are doing.*
- 2) Degree of effort and dedication applied.*
- 3) Compliance with the criteria set out in our Code of Ethical Conduct in carrying out daily.*
- 4) Positioning in the achievement of objectives with respect to persons who perform a similar function.*

The annual appraisal interview is one of the most important milestones in the evaluation process, which allows a fluid dialogue between boss and employee, in which we analyze both strengths and areas for improvement, delving down into the expectations, interests and aspirations of each and with a final guidance on aspects strengthened through learning and improvement plans.”

Another question the Spanish sample had to answer was to enumerate the structures the organization implements to fulfil that worker’s expectations and company goals are being balanced to achieve the proposed ultimate goals.

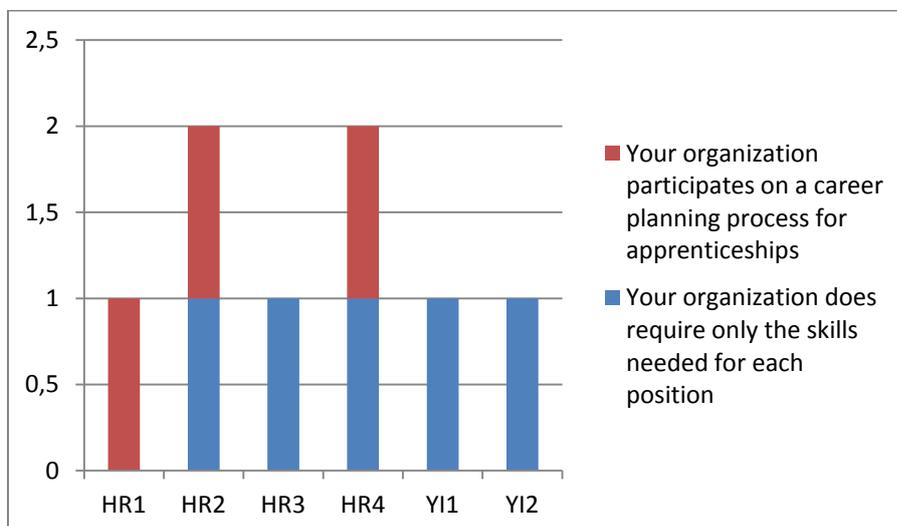
Structures in the organization which balance the worker’s expectations and company goals equation:

- We implement a bonus system with company objectives and personal objectives

- There is an annual performance review linked to carrier plan
- All the managers are evaluated not only for the business goals, we set also people goals.
- Performance appraisal
- Employee and manager mandatory dialogue
- 360º feedback
- Satisfaction survey and Work Environment Studies
- Different measures to improve the Work-life balance vce: flexible hours, licenses over the legal regulation
- Training employees in techniques to improve their work
- Use of technology to be more effective and reduce the number of trips. Telecommuting
- Analysis of potential and of rotation
- Communication of sales targets. Communication of "procedures" work memorances
- Annual performance evaluations
- Some companies implement Management by Objectives linked to a system of variable remuneration for the entire company and all hierarchical levels in order to align individual employee performance with strategic objectives of the company, at the same impact on motivation and individual performance.

Another question the Spanish sample was asked was intended to elucidate which was more important for enterprising when employing youth, requiring only the skills needed for each position available or letting the youth participate on a career planning process.

Answers to only the skills needed for each position are required versus career planning process:



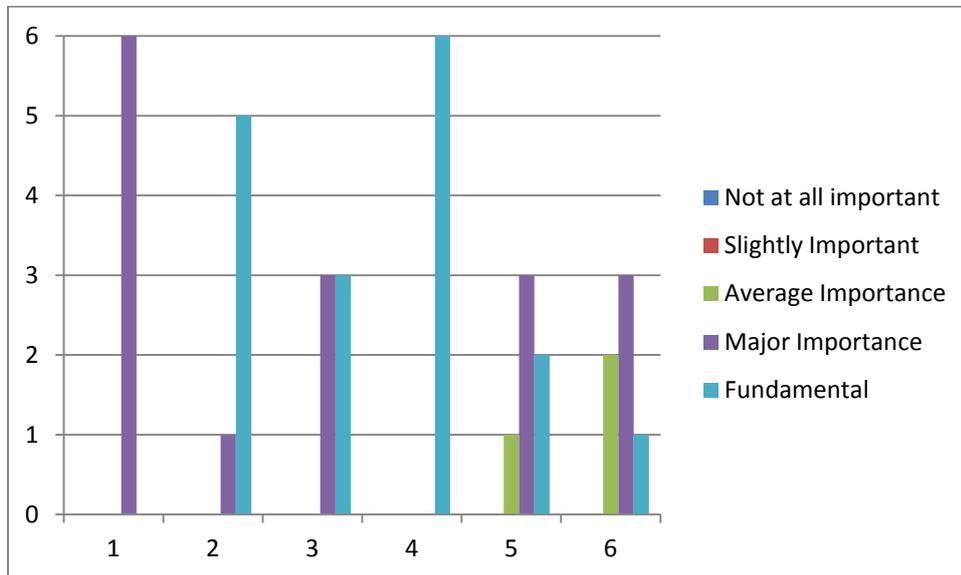
Asit can be seen in the previous chart, in youth case the most used method is requiring only the skills needed for the available position although in two of these this procedure is complemented with a career planning process. Some of the Spanish sample also added a few comments as stated below:

- We evaluate only skills, competences and values needed for each position and we only evaluate potential for new possible positions. There is no career planning process but there is a Succession Planning process. Key positions are identified in first and second level, and sometimes even on the third level. Groups are marked successor and successors. And through compensation plans and training both will happen as a successor is implemented. There is also the interview of development to identify development actions for the successors. Evidently these succession plans are not oriented to young employees.
- Skills, knowledge and experience are prepopulated for each position. In case that the best applicant doesn't fulfil all requirements, the manager has the responsibility to support him/her in the career planning.
- All salaried position are tracked in order to check if those gaps are covered and the % of this coverage.
- Wage certification process for each position. This certification is reviewed at least every two years
- Another one of the respondents describe his Staffing `procedure: first there is an interview made by contractor, afterwards it takes place the gap analysis. Then if the youth profile is interesting there is the internal interview, and if the candidate is apt for the job position then comes the offer and the contract is signed.
- "When we have a job posting, we publish the vacancy internal and externally. We often use web sites and university career offices. After the recruiting process, we use several measurement tools and personal interviews with HR and with the job solicitant."
- It was initially described as a function of the skills and knowledge. When conducting interviews assesses the potential impact of possible candidates in the company. Once you stand up and looks the way you work, you will begin to form to develop professionally with us.

- The company has a Positions map and Job Description sheets individualized for each of the positions of the company. Each position has an associated competency profile based on: Core competencies and corporate, Transversal skills or family and Specific skills or position. Each selection process fits the profile of competencies of the position to be filled.
- Another respondent explained that for inexperienced graduates his company had career plans with interdepartmental rotation but for the Management level what was sought was the skills required for the profile

3.5 Communication

The following chart shows how important are judged the 6 statements listed below:



1. Has a comprehensive understanding of the oral and written language
2. Has the ability to listen others
3. Accepts the cultural and social differences
4. Accepts to work in group or team
5. Manages his own emotions
6. Has the ability to negotiate with others

It is evident to see that the fourth statement (team orientation) is valued as fundamental by the entire Spanish sample of respondents and the first statement (comprehension of language) is judged as of major importance by all the respondents too. Followed by the second statement (ability to listen to others) judged as fundamental 5 times. Less important is judged the ability to manage the ability to negotiate with others and the ability to manage their own emotions (statements 6 and 5).

Spanish respondent sample stated regarding **the positive aspects youth unemployed should have to be able to get a job** that an apt young person has: initiative, adaptability to different professional levels, is open to new ways of thinking and has capacity to innovate. Is fluent in foreign languages and must have excellent communication skills, being able to transmit enthusiasm and commitment in a well-structured message and also he must be able to do presentations in public. His communication must be cordial, must empathise and be free of prejudice. He must be able to defend their point of view in a logical and

consistent manner, using appropriate language and be able to adapt it to circumstances. His wording should not be too simple. Also, he should be able to listen actively and ensure that he has been understood. And last but not least, he should have an overview of his career path in the future.

Youth who have been discarded from the recruitment process have shown the following **negative aspects of communication**: young candidate is distant, not listening or understanding properly or tries to monopolise the conversation. He is not fluent in foreign languages and he is not an open communicator. His behaviour during the interview lacks of respect, he answers back using slang or even curse words. He does not value his own previous experience even the one which is not related to work tasks and does not have an overview idea of his career path.

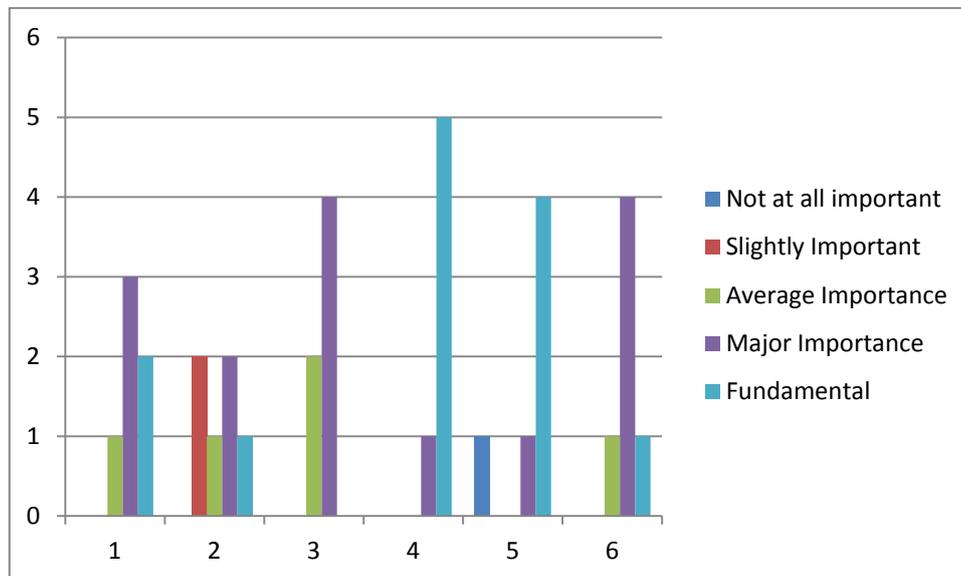
A successful young candidate in order to maintain his job would need to comply with this description: he should be able to work with a team and generate a good working climate. He should be good at listening and have the capacity to negotiate in his mother tongue and in foreign languages too. He should be open to new things and be able to adapt to changes. He must be able to deal with conflict properly and have impact, influencing and presentation skills. His communication should adapt to his listening audience with a well-structured message at the appropriate working level or situation. He should acknowledge other viewpoints or criteria other than his own. His documents and reports should be an example of clarity and quality. He should be able and prepared to handle sensitive and confidential information with discretion.

The description of the **negative aspects of youth communication which would lead to the working relationship to end**, given by the respondents is very simple. If the young employee would work too independently; if he confronts or gives verbal abuse to partners, customers or colleagues; if he shows poor improvement on covering the gaps or shows lack of consistency within his performance; if he keeps important information to himself and does not share it with his team, he would end fired.

The respondents also identified which are the main communication skills that differentiate the young employees from older ones. Younger employees are willing to work harder; they suggest new ideas and accept new ways of working. They are more teamwork oriented than older ones and they already have a good knowledge base of English. They have a global perspective of the work and are open to diversity. They share their own views more easily and communicate with each other using different tools and channels.¹⁸ They are able to address anyone, despite their status in the company; they are more direct and fresh. Also they like practical and visual things, and they speak that way. They may appear less secure in their speech, as they feel they do not control the subject sufficiently as to handle it efficiently although their speech has spontaneity and sincerity which conveys enthusiasm for tasks and projects.

3.6 Emotional intelligence

The following chart shows how important are judged the 6 statements listed below:



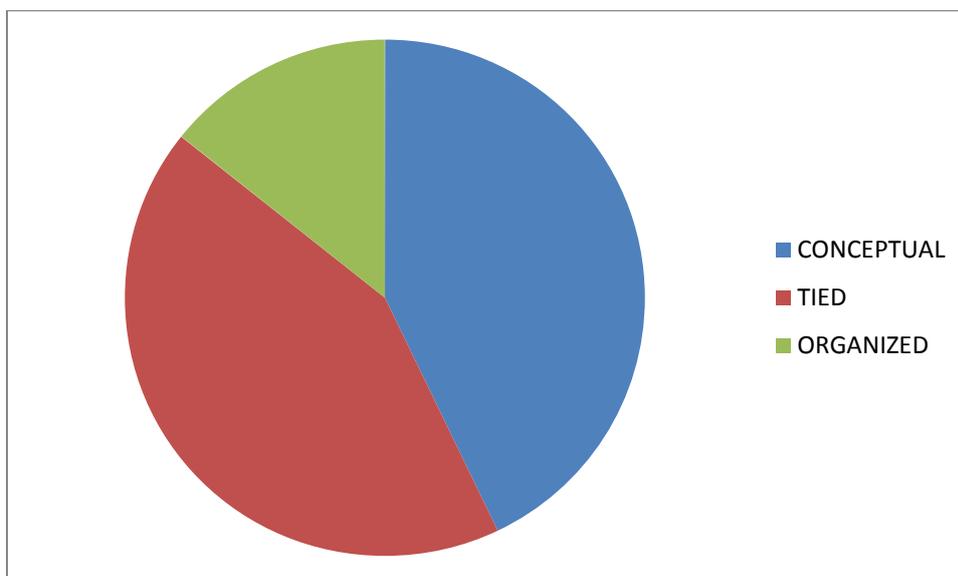
1. Is able to give a personal point of view
2. Knows how to adopt a dress code appropriate to the situation
3. Knows how to present himself verbally in a weighted and positive way
4. Is interested in learning new things/ is interested in innovations
5. Accepts responsibilities
6. Takes initiatives

¹⁸ The new tools of communicating identified are: network, internet and whatsapp.

The statements which are most valued are number 4, 5, 6 and 1. Respondents think that the young person should be interested in learning or in implementing innovation. He should also be a responsible person, taking initiatives and being able to express his own point of view.

The respondents were asked to choose between the following descriptions of Emotional Intelligence types and the resulting distribution it can be seen on the chart below:

<p>REFLECTIVE</p> <ul style="list-style-type: none"> • Think deeply about the problems • Use a logical-mathematical • Tends to approach problems in a systemic • Tend to evaluate complex 	<p>CONCEPTUAL</p> <ul style="list-style-type: none"> • Enjoy taking challenges and challenges • It tends to bring new solutions • Choose among the options quickly • It tends to cover too much
<p>ORGANIZED</p> <ul style="list-style-type: none"> • A person may be considered resolved and reliable • Tends to assess the development of clear systems and processes • Tends to value the experience much virtually tied 	<p>TIED</p> <ul style="list-style-type: none"> • Person tends to generate and deliver to others • He tends to devote efforts to understand and get the other side facts • Tends to avoid conflict and seek solutions • Tend to seek deeper relationships, which give him value.



Some of the respondents chose to explain their selection:

Tied type was chosen by responders who needed team oriented professionals for industrial and production type of companies.

“I chose the Tied Type because I think it’s very important to work in teams and promote teamwork. I think can help to support inclusion and working inclusively, this kind of people are very well prepared to work in a global environment and in matrix organisations. The other ones are nice to have, but we can cultivate them. I think tied is the more difficult to develop, and I prefer to buy it”

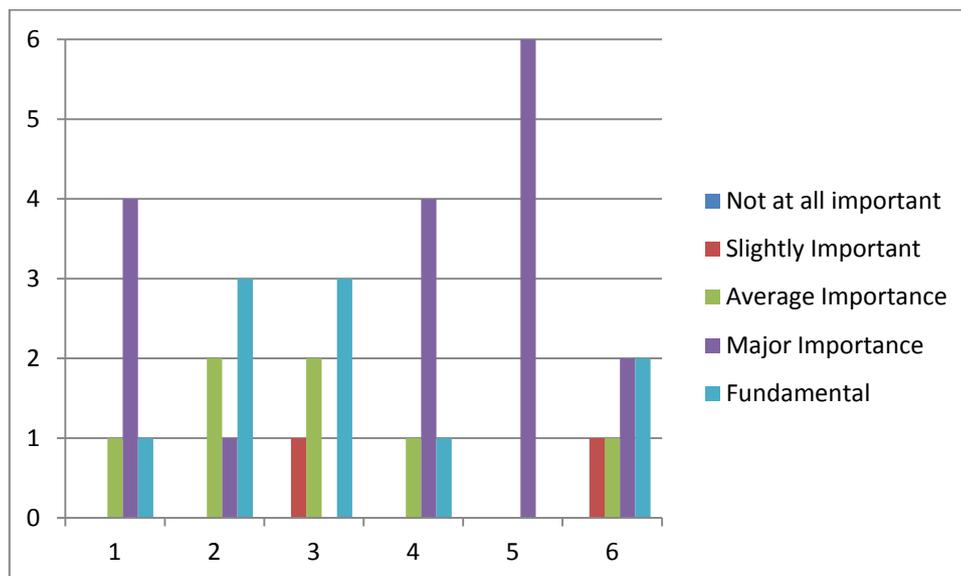
Organised type was singled out by the Insurance company HR Director. In her own wording:

“When we select young professionals committed and responsible, through their daily work can provide a professional image of the company, respecting and accepting internal procedures. It is also important to show interest in learning and improve their knowledge and are prepared to share and gain knowledge of their colleagues and superiors. Likewise, we value people who are flexible to adapt easily to different environments and work teams, getting involved and contributing ideas and solutions within their area of responsibility.”

Conceptual type was chosen because these enterprises need employees who accept challenges and are quick. This competence type gives employees the possibility to adapt more efficiently to new situations.

3.7 Autonomy

The following chart shows how important are judged the 6 statements listed below:



1. Takes care of himself
2. Respects the imposed schedule

3. Is able to go alone to an appointment
4. Is able to manage time efficiently
5. Is able to clarify the choice of a personal / professional project at a given time
6. Knows how to develop strategies

All respondents answered that the most important descriptive statement for a young person is that he is able to choose between a professional or personal challenge easily. Then in order of importance would be: he knows how to develop strategies, he is able respect the schedule, manage time efficiently and takes care of himself.

3.8 Intercultural competence

With the next set of questions we wanted to assess how the intercultural competence affects not only to the young but to the organization in global, in order to comprehend the whole implications which can be inferred from it.

The first question on this set was to gain understanding **if this competence was a priority when recruiting young people**. Two of the Spanish sample of respondents explained that as their company was not global, as the company only produced in Spain and had no branches outside of Spain their companies did not ask for this competence in the recruitment processes. Rest of the companies & experts answered that it was a fundamental skill to have at all company's levels. Some of the companies have branches, partners or factories at foreign countries such as France, Italy, Portugal, China, USA and Mexico, therefore teams are multicultural with members of different ages, backgrounds or cultures. Young employee's managers could be located at a totally different unit/ country. That is why it is mandatory the ability to communicate with people in different countries.

We also wanted to know **how these companies manage to assess and encourage the competence** within the company and asked them to give out **two examples of best practices**.

The intercultural competence **is assessed** fostering teamwork through working in common projects and traveling to each others place, by training people on working inclusively and demonstrating them the importance of diversity as a key value. There are also cultural actions done and diversity goals in recruitment (women, disabled, non-nationals) to fulfil. One company didn't consider this competence as relevant for its core work and another worked it through the same abilities of their company culture: respect, listening to others and understanding different ways of doing things.

This competence is **encouraged** by discussing it through the annual employee development interview, by training, by building teams from different units, countries and cultures. It is also encouraged by instructing how to understand customer requirements in different countries and by fostering international assignments. This competence is encouraged through the 360° survey system. This system measures the quantity level of diversity within the company. It is measured in the whole company, branches and experiences and by customer targeting division. Another company measures the disposition of employees and their capacity to work in other countries positions. One of the Social inclusion experts explained that it is important to have employees of different cultures so to help the rest how to assist the targeted customer to fulfil their expectations.

The following paragraphs illustrate the **examples** which the Spanish simple gave of best practices **implemented to develop and encourage the international competence.**

An industrial mass market enterprise has a pricing project and employee safety project that interconnect. It is an international company with global projects and objectives. The Pricing project is attended globally and takes out a multidisciplinary team from several departments of the company (Mk, finance, etc..) It is required that those people are able to communicate with people from other countries where the company is present. The security project is understood as risk prevention work. The project involves 4 groups of actions:

- Communication and awareness of the internal customer (employee),
- Training in PRL (risk prevention),
- The investment in upgrading facilities to make them safer and more efficient,
- And this year (2012) the company is developing OPS audits: Safe Practices Observation which is mandatory for every factory manager.

This company has a global customer department which is part of the Customer Orientation Project. It is a team located in Onil (Spain) and whose members speak several languages: English, Italian, Portuguese, Mexican and Chinese. This department provides support and assistance worldwide. Chinese language and culture adaptation is particularly important within the team because although there are still some plastic products manufactured in Alicante, the full range of dolls is produced in China.

Another good example of this competence implementation is the organizational matrix adaptation another company has. The manager and his team do not seat together in the same room. They are working together from different countries or continents. Each Functional Headquarter is located in a different continent. This company implement0s an International Assignment program too.

This competence is assessed through diversity HR plans. Every senior leader has a goal to include a nonnational in their first line of reports and every recruitment process must have a “*credible female*” [*sic*] candidate. The HR. Director made special emphasis on this measure. It seems that it was particularly easy to comply with the “*at least one woman in each recruiting process final*” by finding 3 candidate finalists which were two rather good males and a mediocre woman. He is making an effort in eradicating that practice in the company’s staffing recruiting processes. All candidates must be of a similar level in Excellency and at least one of them must be female.

3.9 Networking skills

To assess the level of value our Spanish sample gave to the networking skill we asked if they as an individual person valued it and which information was sought during the process. Furthermore we asked them which was the type of information they were willing to share and which was sought and which were the ways they used to promote the networking feature. And knowing that young people are part of the connected generation we asked them if they had implemented a protocol for the online social networking and if they could give examples of it.

Personally the sample was very interested and approves networking with the professionals’ community and local community. Some even said it was critical for them as the main way of improving the company’s processes and the future people strategy as it gave them a more global idea of their business or the possibility to establish strategic business alliances.

As HR Directors many participated in various panel discussions, conferences, seminars breakfast meetings, quarterly meetings forums with a virtual space of encounter and exchange of documents and other media, interviews, etc. to share activities and experiences with other companies in areas such as conciliation, equal opportunities and family responsibility.

The Communities they are in close contact are local, regional and national administration, employer and professional associations, other companies and consultants and law firms.

The **type of information willing to be shared** by our sample differs from the type of meeting they are attending to. If it is a very big meeting they are willing to share less information than in a small one. Mainly they share how they develop different processes, which are their main issues, which new procedures work out, which doesn't and which Learning & Development (L & D) consultant is good at what.

Other significant findings on the type of information willing to be shared are:

- Total compensation information, working conditions in the Labor agreed contract in order to Improve Flexibility and reduce absenteeism.
- Also they are willing to share examples of best practices on how to develop key talent and information about administrative and teaching methodology, marketing and information about new products and sales channels.
- The studies, contests, certifications and publications they are part of or participate in.
- General Policies and Procedures, examples of implementation, best practices, ratios and other non-confidential info.

The **type of information sought from others** by our sample is:

- Types of products sold, needed or interested in to develop them.
- Market information, trends and ratios for comparison
- Answering specific questions for detailed experiences
- Kind of changes in the legal framework and how to apply the new laws
- Information about public subsidies
- Sharing problems and solutions
- New hirings
- Best practices and innovations in general and applied to HR management.
- Successful projects. Business models of those contacted.
- New technologies applied to management.

The **measures implemented to encourage the networking skill** feature in their organizations are the following: Some of the companies in our sample are part of a benchmarking club where they interchange data or facilitate the attending for free to industry trade shows or publishing forums to all employees with no distinction of category level to facilitate the sharing of information and support networking opportunities. Some others apply new technologies to their information sharing using chats, blogs and virtual forums. There is also the possibility to attend internal 1 hour conferences and meetings where once a month each department explains in turn what the employees are working at so the rest of the company gets an idea of which kind of activities are being developed in that particular department. Some others promote external seminar for the management class and give them a membership in a professional association. Also they promote the writings of press articles, the inclusion of the company and its staff in professional social networks such as LinkedIn and the organization or attendance to virtual seminars.

Youth of today are part of the Connected Generation and more and more companies are paying attention to this and implementing social networking protocols for their employees. Others are not willing to implement them at all but give training to their employees on how or what info should be freed and others have not developed any protocols yet. Some they give full liberty to their employees and some only to the management class.

One of the companies from the Spanish sample has created networking protocols since 2009 and nowadays the Human Resources, Finances, Marketing and Operations departments have protocols. Every departmental Area of this enterprise is on a Benchmarking Club where they share operational ratios and developments with other departments of the rest of enterprises that are owned by the same American Investment Fund. This enterprise is involved also on a Labor Climate Benchmarking Club and the Benchmarking Club of the Instituto Empresa. The Marketing area of this company has a pending development plan of an online platform and the company's intranet. Some of the brands of this enterprise are present in social networks such as Facebook or Twitter but some others are not, depending on the product targeting, although as an enterprise the company has no presence in social networks or online professional vertical networks.

Another example is the Telecom company of our sample. This company is focused on networks such as Facebook or LinkedIn to increase performance and relations. They do not have a social networking protocol because they do not want it. This has given them some trouble and they had to redirect people but the company specifically encourages networking. As an example, the HR. department has been the one which has cost more to get employees to network in vertical social networks. They had to perform

forced promotion. This company has its own “tearooms” but do not share any information with the industry itself. A best practice example of this company is the *“Employer branding in 2.0”*

One of the youth inclusion experts of our sample says that her company has a protocol for some social networks. For example, in Facebook the company does not control what the staff publishes in a personal level as it is a social network more “informal”, but for LinkedIn there exist a series of “rules” which are all registered to different groups which correspond to our private training areas for initiate, stimulate and dynamize discussions.

Rest of companies have no protocols but some employees are part of functional associations like AEDIPE for HR managers, members of the Employers’ associations or members of the Board of Director, with participation of independent (not employees) board members. Also there is a company which has a CSR strategy articulated through both the company and policies developed with specific interest groups, and the Company Fund, in order to give a step in the social commitment of the company through various lines of action. Best practices of this company are mostly CSR through networking within the Company Mutuality members, creating products for the unemployed mutuality members or facilitating the access to culture under their patronage to develop academies and museums, giving support with concrete actions to improve road safety, help disadvantaged groups, donating funds for the development of solidarity from different programs NGOs contribute in a sustainable manner over time to the development of medical research projects and promote preventive health programs, among other initiatives.

3.10 Change management skills

We asked our sample to enumerate the practices their organization implemented to promote the change management skill development on their young employees. Also we asked the interviewees to identify which of the change management phase’s skill had their young applicants before becoming part of the company and which they developed after being part of it.

These are the practices identified in the survey; the companies of our sample develop in regard of promoting this competence:

- Evaluate it during the employee’s annual development interview. Their boss is responsible for developing these skills on young employees.

- Train it in a specific seminar. *“This is the kind of competency that everybody thinks they don’t need to be trained in but it’s not true and it’s the root cause for many unsuccessful change implementations.”*
- Fostering change: Value improvement activities, Six Sigma activities
- Encouraging participation in cross-cutting projects which lets employees interact with multidisciplinary teams.
- By developing a *Customer Approach program*, which is defined as training on the job, where the most representative business areas show the rest of the organization: procedures, processes and customer relationships in order to give greater insight on general business and make suggestions for improvement.
- By organizing fortnightly Working Breakfasts for employees from different areas of the Company with the General Manager, in order to create a work environment that facilitates the discussion, the sharing of concerns, the contribution of new ideas, etc. This procedure is implemented in order to seek a rapprochement and generate proposals for improvement in the business.
- By organising a Workgroup for internal projects and a Leadership Workgroup. This competence is developed also by promoting internal rotation and geographical mobility.
- The youth inclusion expert says that in her company they consider information the best tool for these cases. So the managers are always informed of the changes the young employees are experiencing and what is expected of them, so they know how to "stick" and manage change.

The Phases of change management are: Identify >> Involve >> Inform >> Start >> Run >> Inspection.

We asked our sample which of these phases they believed their young employees came with their background baggage and which became strengths after becoming part of the company.

Young employees handle mainly the phase of information search. They investigate through different sources of information and keep current on new tools, methods and technologies. Once they become part of the company they especially strengthen the planning and monitoring phases, providing them with methods to set timelines and objectives in reasonable time demanding and identifying critical points to control and to set milestones to ensure the achievements on schedule.

It depends a lot on the young employees the HR. director could be targeting. Most of them tolerate changes very good and work to achieve the objectives. They do not know the theory of change management but can deal with it quite easily

Mainly the division of stages is the following

Before:

Identify >> Involve >> Inform

Involve

inform

run

After:

Start >> Run >> Inspection,

inspection

involve

inform + inspection in the first stages. **Identify** afterwards

One of the youth inclusion experts states that whether or not youth have previous experience, as a rule they do not "identify" well change but their involvement with it is absolute, this is what it most should be highlighted. Although reporting is part of the tasks of the company they retain and understand very well the new information. Youth usually have a lot of initiative on the start phase of change and they also run to implement new actions. Inspection might be the phase that may cost them a little more to develop, but it is also part of their bosses' duty.

3.11 Other skills that the respondents consider fundamental

- Youth should be able to lead change.
- They need proper orientation to objectives / results,
- They should show concern for doing their work well with the expected quality and on the right time, and be able to assume their responsibility of the results of their job tasks.

3.12 Importance of these soft skills for young people to find a job

The seven skills mentioned on this survey were considered highly by the Spanish sample, because these skills were not trained at university and many interviewees took the final decision of recruiting youth after they had detected these skills in them. The sample interviewees made clear that these skills made the difference on young job candidates and they were crucial for matrixed organizations because they eased the development of this type of employee's careers. Without them it is very difficult to fit into an organization of any kind.

Furthermore one of the interviewees stated that there were to topics related to young unemployed people:

- A big percentage of youth hasn't even finished school and has no motivation for having a career. The lack of effort for achieving is part of their life. There is another segment that has university studies but doesn't have most of the abilities mentioned on this study.
- On the other hand, many of them are computer literates, like dynamic jobs where creative thinking can be developed and have lived abroad with an Erasmus program or similar. That gives them a broader mind and an ability to understand other cultures

4. Interpretation of results

The Spanish sample results demonstrate the interest and importance for recruiters and youth inclusion experts of the skills analysed on this study. Recruiters prefer youth with skills to their training or previous education. Mainly because the latest ones can developed through in job training but skills have to come as a natural background baggage in youth. The weight given by the sample to skills is near the 40% while previous experiences weight its just 27%. Recruiters prefer a young person who is able to adapt easily to organizational environment through the uses of emotional intelligence.

An employable Spanish young person is defined as a team oriented professional who is able to anticipate and respond effectively to change, is responsible and is thorough in task execution demonstrating initiative. He has to be highly team oriented, has a good comprehension of language and have the ability to listen to others. Furthermore the young person should be interested in learning and implementing innovations and lead change and express freely his own point of view taking care of himself. He should be able to develop strategies respecting the given schedule by managing time effectively.

And in more detail an employable young person has: initiative, adaptability to different professional levels, is open to new ways of thinking and has capacity to innovate. Is fluent in foreign languages and must have excellent communication skills, being able to transmit enthusiasm and commitment in a well-structured message and also he must be able to do presentations in public. His communication must be cordial, must empathise and be free of prejudice. He must be able to defend their point of view in a logical and consistent manner, using appropriate language and be able to adapt it to

circumstances. His wording should not be too simple. Also, he should be able to listen actively and ensure that he has been understood. And last but not least, he should have an overview of his career path in the future.

And the most common problems youth encounter in order to be able to get and maintain a job are issues concerning their working performance, the adaptation to the enterprise organisational culture and their faulty or even rude communication.

Our samples of interviewees encourage flexibility in the working environment with the following methods: through the analysis of the young person potential development versus fulfilled annual objectives. Also this competence is encouraged by monitoring the young person through his development and by listening to their suggestion of improvement. Some interviewees handle out a welcome pack to the recently incorporated young person and also promote lateral moves, which mean a functional change without promotion, so young employees gain a more global idea of the business. Another type of approach to the flexibility competence enhancement is the implementation of a objective oriented variable remuneration bonus system, or another type of system not related to money but to better working environmental conditions (flexible hours, licenses, trips, telecommuting, etc.) or working climate or implementing the 360° feedback analysis.

The most used methods when recruiting youth is requiring only the skills needed for the available position although in some cases this procedure is complemented with a career planning process. This specially occurs on the biggest enterprises.

Regarding emotional intelligence, interviewees who worked for industrial or mass production enterprises needed a more team oriented professional and chose the tied type on this competence. The organised type was singled out by the interviewee who worked for an insurance company. They need employees who are flexible but are prepared to respect and accept internal procedures. The conceptual type was chosen by interviewees from companies who need employees who react quickly to change and adapt more efficiently to new situations.

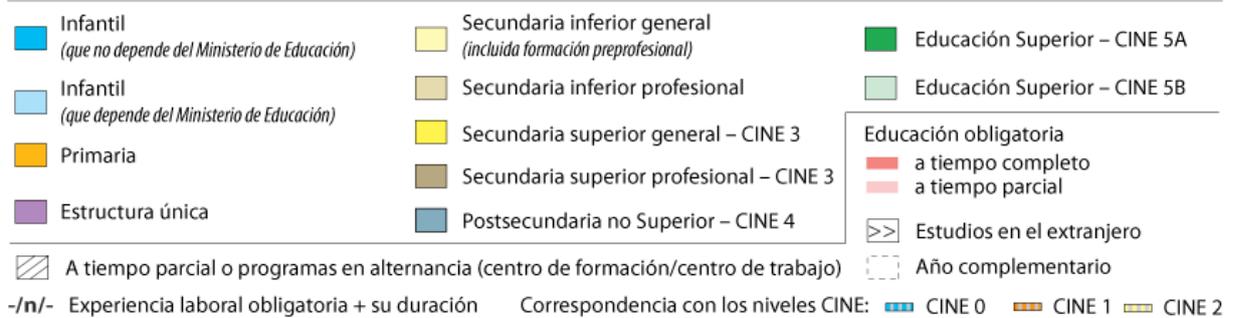
Regarding the intercultural competence we found out that this competence was a priority to international or big companies through the respect of diversity or through international multidisciplinary team orientation challenges. If the company has no international branches the need of employees with this competence decreases. To implement this competence a company implements a positive discrimination but with the reassurance that all positive discriminated individuals must at the same working Excellency level than those who are not part of the minority collective.

Personally the interviewees sample was very interested and approves networking. Despite of the interviewees use of the networking competence on trade shows or professional meeting to gain or obtain business knowledge and be informed on market trends; not in all our sample's enterprises this competence is developed through protocols. There are some companies which have a social/professional networking protocol for the management class and some other only for employees but only professionally (i.e., not in Facebook as time in this social network is spent more on leisure activities than in professional ones) and there is a particular enterprise who has no protocol at all completely on purpose, so employees relate and recommend the enterprise in a more friendly way.

And in regard of the change management skills youth do not identify changes easily but their support and involvement with them is absolute. Youth demonstrate a lot of initiative on the starting stages of change and they implement new actions easily but the inspectional part of the change procedure it's a bigger challenge for them.

The seven skills mentioned on this survey were consider highly by the Spanish sample, because these skills were not trained at university and many interviewees took the final decision of recruiting youth after they had detected these skills in them. The sample interviewees made clear that these skills made the difference on young job candidates and they were crucial for matrixed organizations because they eased the develop ent of this type of employee's careers. Without them it is very difficult to fit into an organization of any kind.

5. Annex I: Chart of the Education System in Spain¹⁹



¹⁹ Source: https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Espa%C3%B1a:Panorama_general