

Studien/Reports Deutschland/AT/CH (2016-2021)						
Titel	Autoren/Institution	Organisations- und Arbeitsmarkt-Fokus/Subjektfokus	Jahr	Methodik	Zentrale Thesen	Link
1. Future Skills: Welche Kompetenzen für den Standort Baden-Württemberg heute und in Zukunft erfolgskritisch sind	Agentur Q Universität Ulm Universität Regensburg	Organisations- und Arbeitsmarkt-Fokus	2021	- datenbasierte Analyse von über einer Million Stellenausschreibungen - Validierung durch Expert*innen	- beschreibt Skill-Bedarf für das Jahr 2016 für die vier Schlüsselindustrien Automobil- und Zulieferindustrie, Maschinenbau, Metallindustrie und Medizintechnik und leitet insgesamt 33 Future-Skills Cluster ab	https://www.bw.igm.de/news/meldung.html?id=101055
2. Eine Qualifizierungsstrategie für die Digitale Arbeitswelt: Eine Studie im Rahmen des Masterplan 2030	Handelsblatt Research Institute Holzbrinck	Organisations- und Arbeitsmarkt-Fokus	2021	keine Angaben	- "Was neben Faktenwissen zukünftig gefordert ist, ist der kritische Umgang mit Daten sowie Hintergrund-, Motivations- und Verständniswissen. Hinzu kommt die allgemeine Lernkompetenz."	https://research.handelsblatt.com/assets/uploads/hri_eBook_Qualifizierung_Arbeitswelt.pdf
3. Future Skills - Future Learning	Stepstone Kienbaum	Organisations- und Arbeitsmarkt-Fokus	2021	- quantitative Studie, ca. 8.000 Personen	- Zukunftskompetenzen relevant aber nicht klar definiert - Top 10 der Zukunftskompetenzen bestehen aus digitalen Kompetenzen und Transversal Skills	https://media.kienbaum.com/wp-content/uploads/sites/13/2021/06/Kienbaum-StepStone-Studie_2021_WEB.pdf
4. 25Next – Bildung für die Zukunft	SINUS-Institute	Subjektfokus	2020	- Quantitative Studie - n = 1.102 Personen zw. 14 und 24	- 6 Cs : communication, Critical Thinking, Creativity und Collaboration, Charisma und Coolness	https://schule21.blog/2020/01/06/future-skills-von-communicati

						on-bis-zu-coolness/
5. Kompetenzen für die neue Arbeitswelt	Nele Graf, Denise Gramß, Ulrich Althausen, Wolfgang Runge	Organisations- und Arbeitsmarkt-Fokus	2020	- Qualitative Studie - Online-Delphi-Studie mit 46 Experten	- Ergebnis: umfassendes Modell aus 22 Metakompetenzen für die neue Arbeitswelt	https://selbst-gmbh.de/wp-content/uploads/Studie-Metakompetenzen-Selbst-GmbH.pdf
6. Zukunftskompetenzen – Welche Fähigkeiten werden in Zukunft benötigt?	Strametz Associates	Organisations- und Arbeitsmarkt-Fokus	2020	- Meta Studie auf Basis von Umfragen und Interviews, die in den letzten Jahren im deutschsprachigen (DACH) Raum mit Personal-Experten und Führungskräften durchgeführt wurden	- Zukunftskompetenzen: 1. Kommunikation 2. Selbstführung 3. Entscheidungskompetenz 4. Priorisierungskompetenz 5. Veränderungsfähigkeit	https://www.strametz.de/files/downloads/strametz_zukunftskompetenzen_2020-07.pdf
7. Future Skills - Vier Szenarien für morgen und was man dafür können muss	GDI Gottlieb Duttweiler Institute (Schweiz), Jacobs Foundation	Organisations- und Arbeitsmarkt-Fokus	2020	- Sammlung von Trends und Zukunftsbildern - Workshops - Interviews - Umfrage	- “Die neue GDI-Studie «Future Skills» entwirft vier Szenarien für das Jahr 2050 und leitet davon ab, welche Fähigkeiten für diese Zukünfte notwendig sind. Für jede dieser Welten leitet die GDI-Studie Fähigkeiten und Eigenschaften ab, um bestehen und gedeihen zu können.”	https://www.gdi.ch/de/publikationen/studien-buecher/future-skills
8. Fähigkeiten für die digitale Welt – Engagement als Chance	ZiviZ im Stifterverband infas Institut	Subjektfokus	2020	- innerhalb der bundesweit repräsentativen infas-Mehrthemenbefragung im August und September 2019 - n=1.022 Menschen ab 18 Jahren in ganz Deutschland wurden	- über zwei Drittel der Befragten fühlen sich unsicher im Umgang mit digitaler Technologie - Die meisten Deutschen sind jedoch lernbereit - allgemeine Fähigkeiten und digitale Spezialfähigkeiten	https://www.ziviz.de/sites/zivifiles/faehigkeiten_fuer_die_digitale_welt.pdf

				telefonisch befragt	wie Programmieren oder Datenanalyse	
9. Future Skills - NextSkills	NextSkills Project DHBW Karlsruhe, Ulf-Daniel Ehlers	Organisations- und Arbeitsmarkt-Fokus	2019/2020	- Expertenscreening von über 120 Organisationen zum Thema Future Learning Concepts - FutureSkills-Studie auf Basis von 20 Tiefeninterviews mit leading organisations - Internationale Delphistudie mit knapp 50 internationalen Expert*innen	- "Die Hochschulbildung der Zukunft muss an der Vermittlung von Future Skills orientiert sein. Das zeigen die Ergebnisse der NextSkills Studie. Auf Basis der Tiefeninterviews und durch Einschätzung der weltweit befragten Expertinnen und Experten wurden 17 Skill Profile konstruiert, die für zukünftige Hochschulabsolventinnen und -absolventen Bedeutung haben."	https://nextskills.org/library/future-skills-study/ https://nextskills.org/library/future-skills/
10. Future Skills: Welche Kompetenzen in Deutschland fehlen	Stifterverband McKinsey	Organisations- und Arbeitsmarkt-Fokus	2018	- quantitative und qualitative Befragungen - Workshop mit 40 Teilnehmern - Online-Befragung von insgesamt 607 deutschen Unternehmen - 20 leitfadengestützte Experteninterviews	- "Bis 2023 müssen rund 700.000 Personen vertiefte technologische Fähigkeiten erwerben, um den Bedarf der Wirtschaft an Tech-Spezialisten zu decken" - 18 Skills in 3 Kategorien	https://www.stifterverband.org/medien/future-skills-welche-kompetenzen-in-deutschland-fehlen
11. HR-Report 2017 Schwerpunkt Kompetenzen für eine Digitale Welt	Hays	Organisations- und Arbeitsmarkt-Fokus	2017	- Quantitative Studie - Onlineumfrage - 591 Führungskräfte	- Umfragen zu verschiedenen Aspekten der Personalführung u.a. Kompetenzbewertung	https://www.hays.de/documents/10192/118775/Hays-Studie-HR-Report-2017.pdf/3df94932-63ca-4706-830b-583c107c098e
12. Arbeit und Qualifizierung in der digitalen Welt	bitkom	Organisations- und Arbeitsmarkt-Fokus	2017	- quantitative Studie Erwerbstätige (n=550)	- fordert eine Initiative von Politik und Wirtschaft, um lebenslanges und informelles Lernen zu stärken	https://www.bitkom.org/sites/default/files/file/import/Bitkom-Charts-Qualifizier

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13. Future Hot Skills	Yasmin Weiß, TH Nürnberg	Organisations- und Arbeitsmarkt-Fokus	2017	- Erhebung Ist-Kennntnisstand - Online-Befragung unter 342 Studierenden der TH Nürnberg aller Fachrichtungen - Sekundärdatenerhebung - 60 Experteninterviews	- analysiert, was die „Future Hot Skills“ sind, die am Arbeitsmarkt der Zukunft in besonderem Maße benötigt werden und bislang nur unzureichend verfügbar sind	https://www.th-nuernberg.de/fileadmin/abteilungen/kom/docs/Sonderdrucke/67_Wei%C3%9F.pdf
Studien/Reports International (2016-2021, Auswahl)						
Suchbegriffe: Future Skills/21st Century Skills/Future Competences/Future Competencies/Skills for the Future + Survey/Study						
Titel	Autoren/Institution	Organisations- und Arbeitsmarkt-Fokus/Subjektfokus	Jahr	Methodik	Zentrale Thesen	Link
1. 2021 Workplace Learning Report. Your Guide to Skill Building in the New World of Work	LinkedIn Learning	Organisations- und Arbeitsmarkt-Fokus	2021	- fifth annual survey - 5,154 professionals spanning 27 countries revealed their priorities, challenges, and inspirations	- “Power Skills in 2021: Resilience and Digital Fluency”	https://learning.linkedin.com/resources/workplace-learning-report
2. Digital Skills Gap Index 2021 - Your tool to determine global digital skills levels	Wiley	Organisations und Arbeitsmarkt-Fokus	2021	- six pillars comprised of inputs from an APEC-wide opinion survey and global secondary data indicators	- “The most resilient economies will be those that are able to establish a clear lead in the development of digital skills.”	https://dsgi.wiley.com/
3. Pathways to 2050 and beyond. Findings From A Public Consultation On The	UNESCO, IESALC	Subjektfokus	2021	- synthesis of the results of a public consultation which was open to all members of the public	- “Skills for life and skills for responsible citizenship: The role of higher education in eveloping students’ skills was a recurring theme among respondents. In the context of	https://www.iesalc.unesco.org/en/2021/11/25/people-from-around-the-world-vis

Futures Of Higher Education				<ul style="list-style-type: none"> - short online survey made available in several languages - survey completed by 1,200 people in close to 100 countries 	a global vision, their suggestions focused on the ways that higher education can cultivate citizenship that is both responsible and sustainable.”	ualized-what-higher-education-could-look-like-in-2050-and-beyond/
4. Social and Emotional Learning Methodology	OECD	Organisations und Arbeitsmarkt-Fokus (Schulen)	2021	<ul style="list-style-type: none"> - single snapshot of two cohorts of primary and secondary school students, at ages 10 and 15 - assess students' social and emotional skills directly but also get information from their parents, teachers and school principals 	- international survey that identifies and assesses the conditions and practices that foster or hinder the development of social and emotional skills for 10- and 15-year-old students	https://www.oecd.org/education/cei/social-emotional-skills-study/
5. The Future Skills League Table	Kingston University London, YouGov	Organisations und Arbeitsmarkt-Fokus	2021	- Case studies	<ul style="list-style-type: none"> - “the greatest need was for creative problem-solving as well as adaptability, communication and analytical skills. These are the skills for innovation” - “the applicability of such skills is not only central to the creative industries in which the UK is pre-eminent but also a catalyst in others, such as healthcare, local services, sustainability and regeneration” 	https://www.kingston.ac.uk/about/kingstonuniversity/future-skills/#blockid20772
6. DELTA: Foundational Skills for Citizens	McKinsey Global Institute	Organisations und Arbeitsmarkt-Fokus (Governments)	2021	- survey of 18,000 people in 15 countries	- “The research identified a set of 56 foundational skills that will benefit all citizens and showed that higher proficiency in them is already associated with a higher likelihood of employment, higher incomes, and job satisfaction.”	https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work

7. Future of Work and Skills Survey	PWC	Organisations und Arbeitsmarkt-Fokus	2021	- global survey of 3,937 business executives and HR-focused leaders - leaders in 26 countries and regions and 28 industries	- “Leaders will have to change their own behaviours and their people’s to make progress on their digital agenda and address urgent challenges. (...) They’ll need to help shape their people’s behaviours by modelling changes in how work gets done and by putting actions behind their words on issues such as well-being and diversity, equity, and inclusion targets.”	https://www.pwc.com/gx/en/issues/workforce/future-of-work-and-skills.html
8. 23 skills of the future – Important skills for the jobs of 21th century	MoreThan Digital	Organisations- und Arbeitsmarkt-Fokus	2021	- keine Information (keine Studie)	- “Everyone should think about basic literacy and then about skills like creativity, analytical thinking, interpersonal communication as they all will be helpful in any work environment.”	https://morethandigital.info/en/23-skills-of-the-future-important-skills-for-the-jobs-of-21th-century/
9. 2020 Survey on Employment and Skills	Environics Institute for Survey Research, Future Skills Centre, Diversity Institute	Organisations und Arbeitsmarkt-Fokus	2021	- survey with four waves of data collection, from Spring 2020 to Autumn 2021	- “Workers who access skills training are generally positive about the experience and its outcomes. But over the past five years, no more than half of the labour force has had any employer-delivered skills training. Older workers, non-unionized workers and those with low-income jobs are less likely than others to have participated in this type of training.”	https://fsc-ccf.ca/research/2020-survey-on-employment-and-skills/
10. Skills for future success. How financial, professional, and	PBSC, Financial Services	Organisations- und	2021	- employer survey	- “Demand for Tech, Data, and Interpersonal Skills Tech skills and soft skills are estimated to be in the	https://www.pbsc.uk/skills-for-future-success/

business services can address skills challenges to deliver recovery and growth in the UK's regions and nations	Skills Commission	Arbeitsmarkt-Fokus			highest demand, with professional soft skills (e.g. emotional intelligence, complex problem solving, innovation) providing greater portability to adapt to future roles."	
11. The Future of Work & Skills Survey	Hong Kong Productivity Council (HKPC)	human resources (HR) professionals and industry practitioners	2021	- Survey interviewed over 600 local employers and employees online	- "The Survey reported that 82% of employees felt the need to upgrade their IT knowledge and digital skills, with 83% wishing their employers to arrange the relevant trainings."	https://www.hkpc.org/en/about-us/media-centre/press-releases/2021/future-work-tech-experience-day?template=hkpc_text
12. European skills and jobs survey (ESJS)	Cedefop	Organisations und Arbeitsmarkt-Fokus	2021	- regular survey in 5-6-year cycles - ESJS instrument developed primarily with in-house expertise and resources in cooperation with technical and policy expert groups	- "about 30% of European employees are mismatched in their qualifications and 45% believe that their skills can be better developed or deployed at work." - "The focus of the 2nd ESJS is on the relationship between technological change, changing job-skill requirements and skill mismatch of EU adult workers and their adaptiveness to such trends via remedial vocational education and training."	https://www.cedefop.europa.eu/en/projects/european-skills-and-jobs-survey-esjs
13. The Future of Jobs Report 2020	World Economic Forum	Organisations und Arbeitsmarkt-Fokus	2020	- combination of qualitative and quantitative intelligence - views of business leaders - chief executives, chief strategy officers and chief human resources officers	- "Skills gaps continue to be high as in demand skills across jobs change in the next five years. The top skills and skill groups which employers see as rising in prominence in the lead up to 2025 include groups such as critical thinking and analysis as well as	https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

				- data from public and private sources	problem-solving, and skills in self-management such as active learning, resilience, stress tolerance and flexibility.”	
14. Future Skills for the 2020s - A New Hope	WorldSkills Russia, Global Education Futures, WorldSkills International	Organisations- und Arbeitsmarkt-Fokus	2020	- online foresight sessions with 302 sector experts from 46 countries - Rapid Foresight methodology - 17 online 2-hour co-creation sessions - 8 sectoral online surveys that helped refine findings and reduce potential biases - 502 experts completed the surveys. Survey results were ranked based on the data provided.	“Fundamental Skill Set: - Cognitive Foundational - Internal skills of self that help us adapt and thrive in an increasingly complex & uncertain world - Technical & Digital - Skills that connect to the 2020s tech reality and help use the full potential of digitised workplaces - Socio-Economic & Cultural - Relational skills that support prospering in teams and across communities & networks - Green & Universal Wellbeing - Skills that ensure we are building a thriving future for all life	https://futureskills2020s.com/
15. The Work of the Future: Building Better Jobs in an Age of Intelligent Machines	MIT Task Force on the Work of the Future	Organisations- und Arbeitsmarkt-Fokus	2020	- expertise from MIT Task Force, desk research	- “We must first invest in workers and their skills, bringing to bear the full weight of modern teaching methods and training technology, as well as new institutions, to help them drive the jobs of the future. (...) And we need to continue innovating, both in the institutional structures of our labor markets and in the technologies and new industries that create new jobs.”	https://workofthefuture.mit.edu/

16. 2020 Business Council of Canada Skills Survey	Business Council of Canada	Organisations- und Arbeitsmarkt-Fokus	2020	<ul style="list-style-type: none"> - survey of 86 large Canadian private-sector employers - online survey - respondents included chief human resources officers, vice presidents or directors of HR, and/or HR managers 	<ul style="list-style-type: none"> - “Employers are expecting more from new graduates, with 75 per cent saying their expectations are higher than five years ago. Expectations focus on productivity, resilience, technical and human skills. Candidates, too, have increasing expectations, but their focus is primarily around work-life balance, flexibility, empowerment, and meaningful work.” 	https://thebusinesscouncil.ca/report/investing-in-a-resilient-canadian-workforce/
17. Youth Voice for the Future of Work	WorldSkills, OECD	Subjektfokus	2019	<ul style="list-style-type: none"> - The respondents to the survey (conducted by ONEPoll) are young people at the end of general education and VET programmes from 19 “G20” countries - In addition, 1,488 samples were collected through WorldSkills Members who supported the research by sharing the survey with their networks - The survey covered young people aged 18-24 years old 15,000 respondents 	<ul style="list-style-type: none"> - “28% of young people feel that their skills and knowledge will be in demand. 44% of young people worry that there won’t be much demand for their skills and knowledge in the future” 	https://worldskills.org/what/projects/youth-voice/
18. Worldwide Educating for the Future Index 2019	The Economist	Organisations- und Arbeitsmarkt-Fokus	2019	<ul style="list-style-type: none"> - Based on the 2019 Worldwide Educating for the Future Index 	<ul style="list-style-type: none"> - “Education systems urgently need to prepare students for the challenges that await them in work and society. - There is broad agreement on the vital role of critical thinking, creativity, communication, entrepreneurship and other future-oriented skills” 	https://educationforthefuture.economist.com/the-worldwide-educating-for-the-future-index-2019/

19. Expected skills needs for the future of work. Understanding the expectations of the European workforce	Deloitte	Subjektfokus/Organisations- und Arbeitsmarkt-Fokus	2019	<ul style="list-style-type: none"> - European Workforce Survey, reaching out to more than 15,000 people across ten European countries (France, Germany, Italy, the Netherlands, Poland, Romania, Spain, Sweden, Switzerland and the United Kingdom) - online survey - sample was restricted to individuals at least 25 years old and active in the labour market 	<ul style="list-style-type: none"> - “Public authorities should focus on developing a positive narrative around the digital revolution that is occurring, highlighting the opportunities and how to respond to them. (...) Policymakers should involve other key players, such as universities, companies and professional centres, to facilitate the delivery of training schemes and raise awareness about the importance of continuous learning.” 	https://www2.deloitte.com/be/en/pages/public-sector/articles/upskilling-the-workforce-in-european-union-for-the-future-of-work.html
20. Skills for the future. Euroguidance Cross Border Seminar	Euroguidance	Organisations- und Arbeitsmarkt-Fokus	2019	<ul style="list-style-type: none"> - different national surveys - compendium of national surveys from 11 European countries 	<ul style="list-style-type: none"> - “Employers are increasingly appreciating skills that enable effective teamwork and creative problem solving. An individual is expected to be open and focused on self-initiative training, knowledge of lifelong learning and education. Employers demand more and more skills from candidates who do not only relate to an individual's professional competence within the chosen profession.” 	http://english.ess.gov.si/vicc_ncc/cbs-2019/publications
21. Unison: Skills for the future	University of Exeter, Unison	Subjektfokus	2019	<ul style="list-style-type: none"> - mixed-methodology combining: - literature and policy review - major survey of UNISON's 1.3 million members using a combination of online and paper questionnaires 	<ul style="list-style-type: none"> - “Survey respondents were overwhelmingly keen to learn, with half stating that training had improved the way that they did their job, and over four fifths saying that they were ready to learn new skills. - Respondents fear that they are not being provided with the training they 	https://learning.unison.org.uk/2019/11/14/skills-for-the-future/

				- more than 38,700 responses between November 2018 and February 2019	need to keep up with advances in technology and other changes in the workplace.”	
22. Framework for 21st century learning	P21 - Partnership for 21st Century Learning	Subjektfokus/Organisations und Arbeitsmarkt-Fokus	2019	- developed with input from teachers, education experts, and business leaders to define and illustrate the skills and knowledge students need to succeed in work and life, as well as the support systems necessary for 21st century learning outcomes	- “This Framework describes the skills, knowledge, and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise, and literacies. (...) Within the context of key knowledge instruction, students must also learn the essential skills for success in today’s world, such as critical thinking, problem solving, communication, and collaboration.”	https://www.battelleforkids.org/networks/p21/frameworks-resources
23. The OECD Learning Compass 2030/The Future of Education and Skills	OECD	Subjektfokus (v.a. Schulen)	2018 (seit 2015)	- international curriculum analysis on redesign - systematic analysis and consolidation of existing research - international survey on how countries implement their curricula - initial framework was reviewed, tested and validated in an iterative process involving a range of stakeholders from around the world - implementation from 2019	- “(...) the project identifies the competencies (knowledge, skills, attitudes and values) today's students need to thrive in and shape their world towards a better future in 2030 and beyond. The project will also consider the profiles of teachers, the types of learning environments and the institutional arrangements that can help students develop these competencies.”	https://www.oecd.org/education/2030-project/about/
24. The Skilling Challenge - How to equip employees for the era of automation	Ashoka, McKinsey	Organisations und Arbeitsmarkt-Fokus	2018	- interviews with leading experts, including Ashoka Fellows and experts on the skilling challenge in the private and public sector	- “Automation will create more jobs than it cuts. The skill gap is likely to be the real problem - Required future skills are not just digital skills	https://www.ashoka.org/de/files/2018theskillingchallengeashokamckinseypdf

and digitization – and how models and mindsets of social entrepreneurs can guide us					<ul style="list-style-type: none"> - Organizations need to radically change how they conceptualize their skilling - Organizations need to start to develop their skilling agenda now – but other stakeholders will need to play their role, too” 	
25. Future Of Work And Skills Survey 2018	ETF (European Training Foundation)	Subjektfokus	2018	<ul style="list-style-type: none"> - survey focused on ETF Partner Countries - A total of 564 participants answered 13 simple questions - majority of respondents (324) are from ETF partner countries, with 239 from other countries, including the European Union Member States. 	<ul style="list-style-type: none"> - “Digital skills, creativity, analytical and communication skills are rated as the most important for future jobs” 	https://www.skills4future.eu/assets/resources/Future-of-work-and-skills-survey-2018.pdf http://www.etf.europa.eu/sites/default/files/2019-07/Future%20of%20work%20and%20skills_Issues%20paper.pdf
26. Key Competences for Lifelong Learning	European Commission	Organisations und Arbeitsmarkt-Fokus	2018	- stakeholder consultation public on-line consultation	<ul style="list-style-type: none"> - “The Council has adopted a Recommendation on Key Competences for Lifelong Learning based on a Commission proposal. The Recommendation identifies eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion” 	https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en
27. Preparing Our Youth For An Inclusive And Sustainable World - The	OECD, PISA	Subjektfokus	2018	- implications of the results for educators, policymakers and other relevant education stakeholders were explored	<ul style="list-style-type: none"> - “Achieving global competence through education will require significant changes in the classroom: changes concerning what students 	https://www.oecd.org/pisa/innovation/global-competence/

OECD PISA global competence framework				<ul style="list-style-type: none"> - student questionnaire collects information on students' skills and their attitudes towards global and intercultural issues - survey: 15-year old students from 79 participating education systems 	learn about the world and other cultures, the opportunities they have to practice what they learn, and how teachers support this learning by working with diverse students."	
28. Education system alignment for 21st century skills: Focus on assessment	Brookings, Center for Universal Education	Organisations- und Arbeitsmarkt-Fokus	2018	<ul style="list-style-type: none"> - Australia, Kenya, and the Philippines: identify how they are approaching the assessment and teaching of 21CS in their basic education sectors. 	<ul style="list-style-type: none"> - the shift in educational goals has not yet translated into practice - countries are struggling with how to fully implement a 21st Century Skills agenda that focuses on teaching and assessment - 3 challenges: Understanding the nature of 21CS, Developing learning progressions of 21CS, Designing appropriate and authentic assessment of 21CS 	https://eric.ed.gov/?id=ED592779
29. Workforce of the future - The competing forces shaping 2030	PWC	Organisations und Arbeitsmarkt-Fokus	2018	<ul style="list-style-type: none"> - 10,000 working, unemployed, retired and studying people from five countries (China, Germany, India, the UK and the US) - feelings, predictions and hopes for the future of work 	<ul style="list-style-type: none"> - "74% are ready to learn new skills or re-train to remain employable in the future. 60% think 'few people will have stable, long-term employment in the future'. - Our 'Workforce of the future' study looks at four possible Worlds of Work for 2030 to help you kick-start your thinking. " 	https://www.pwc.com/gx/en/services/people-organisation/publications/workforce-of-the-future.html
30. The future of Skills: Employment in 2030	Pearson	Organisations- und Arbeitsmarkt-Fokus	2017	<ul style="list-style-type: none"> - Trends analysis - Foresight workshops - Machine learning - Analysis 	<ul style="list-style-type: none"> - "In the US, there is particularly strong emphasis on interpersonal skills. These skills include teaching, social perceptiveness, service orientation, and persuasion. Our findings also confirm the importance 	https://futureskills.pearson.com/

					of higher-order cognitive skills such as complex problem solving, originality, fluency of ideas, and active learning. (...) Our research definitively shows that both knowledge and skills will be required for the future economy.”	
31. Competencies for the future - CBS Master Student Survey	Copenhagen Business School, Human Capital Analytics Group	Subjektfokus	2017	- CBS Master Students Survey with 207 responses	- “millennials’ evaluations of competencies for the future are no different from the opinions of current senior leaders - Taking responsibility for strategy execution, engaging people, and utilizing Big data: these are three top competencies the majority of CBS Master students believe they have acquired already. On the other hand, students confirm they consider themselves to be least prepared how to handle and navigate ambiguous situations.”	https://cbswire.dk/cbs-report-students-lacking-competences-future-job-market/
32. The Future of Jobs and Jobs Training	Pew Research Center	Organisations und Arbeitsmarkt-Fokus	2017	- large-scale canvassing of technologists, scholars, practitioners, strategic thinkers and education leaders in the summer of 2016	- “The training ecosystem will evolve, with a mix of innovation in all education formats - Learners must cultivate 21st-century skills, capabilities and attributes - (...) Training and learning systems will not meet 21st-century needs by 2026”	https://www.pewresearch.org/internet/2017/05/03/the-future-of-jobs-and-jobs-training/
33. Jobs lost, jobs gained: Workforce transitions in a time of automation	McKinsey Global Institute	Organisations und Arbeitsmarkt-Fokus	2017	- combines the disciplines of economics and management, employing the analytical tools of economics with the insights of	- “The skills and capabilities required will also shift, requiring more social and emotional skills and more advanced cognitive capabilities, such as logical reasoning and creativity.”	https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained

				business leaders - “micro-to-macro” methodology		-what-the-future-of-work-will-mean-for-jobs-skills-and-wages
34. The importance of transversal skills and competences for young people in a modern Europe - Policy Paper	AEGEE-Europe	Subjektfokus/Organisations und Arbeitsmarkt-Fokus	2017	- survey about experiences on practices and challenges regarding transversal skills and competences - students and graduates, mostly between the age of 18-30 - members from 20 different countries across Europe	- “AEGEE-Europe encourages European institutions to research the possibility of a recommendation on key competences directly related to (international) career management with the intention to build on sustainable careers for (young) European citizens who will become part of an increasingly dynamic and complex labour market.”	https://www.aegee.org/policy-paper-the-importance-of-transversal-skills-and-competences-for-young-people-in-a-modern-europe/
35. The 2016 Survey: The Future of Jobs Training	Pew Research Center, Elon University	Organisations- und Arbeitsmarkt-Fokus	2016	- five-question canvassing survey with experts and engaged “netizens”, 1.408 respondents	- “Most respondents (...) anticipate that training and education systems will evolve to offer new advantages by 2026. A number of respondents, however, raised serious concerns about the future of human work and even questioned whether capitalism will survive.”	https://www.elon.edu/u/imagining/surveys/vii-2016/future-jobs-training/
36. Future Work Skills 2020 Report	IFTF, ACT Foundation, Joyce Foundation	Organisations und Arbeitsmarkt-Fokus	2016	- comprehensive literature review that highlights eleven future skills	- “individuals will need to demonstrate foresight in navigating a rapidly shifting landscape of organizational forms and skill requirements (...) - A workforce strategy for sustaining business goals should be one of the most critical outcomes of human resource professionals and should involve collaborating with universities	https://www.iftf.org/futureskills/

					to address lifelong learning and skill requirements”	
37. Graduate Employability 2.0	Graduate Employability 2.0, Ruth Bridgstock	Organisations und Arbeitsmarkt-Fokus	2016	<ul style="list-style-type: none"> - Phase 1: >60 interviews with higher education teachers, program and initiative co-ordinators, and institutional leaders, case studies of innovative and exemplary practice in connectedness learning and teaching , case studies of graduates and industry representatives - Phase 2: development and initial testing of the connectedness learning model and the toolkit for educators via a national forum and online community of practice - embedding the networked approach through seminars, workshops and curriculum development initiatives 	<ul style="list-style-type: none"> - “professional networks have a vital role to play in various aspects of career development, innovation and problem-solving processes, and socially-based learning - Universities can start to foster dynamic lifelong learning communities and networks, where the learning relationship can continue far beyond the conclusion of a degree program” 	http://www.graduateemployability2-0.com/

Studien zur Kompetenzentwicklung

Titel	Autoren/Institution	Organisations- und Arbeitsmarkt-Fokus/Subjektfokus	Jahr	Methodik	Zentrale Thesen	Link
1. Kompetenzen und Wege der Kompetenzentwicklung in der Industrie 4.0	Verena Simone Lore Blumberg &	Organisations- und Arbeitsmarkt-Fokus + Subjektfokus	2021	<ul style="list-style-type: none"> - 76 halbstrukturierte Interviews mit Teilnehmenden aus den Expertenclustern Wissenschaft, Politik und betriebliche Praxis - inhaltsanalytische Auswertung 	<ul style="list-style-type: none"> - “Als Ergebnisse der Studie ist ein Kompetenzmodell für Beschäftigte in der Produktion entstanden, das auf der etablierten Unterscheidung in die Kompetenzfacetten Fach-, Methoden-, 	https://link.springer.com/article/10.1007/s11612-021-00579-5

	Simone Kauffeld				Sozial- und Selbstkompetenz aufbaut. (...) Bei den identifizierten Wegen der Kompetenzentwicklung werden zunehmend selbstinitiierte Lernformate bedeutsam, die die Möglichkeiten der Digitalisierung nutzen."	
2. Effective Lifelong Learning strategies and value creation at the enterprise level	LLLight'in'Europe Research Consortium Zeppelin University Aarhus University; Brandi, Ulrik & Iannone, Rosa Lisa	Organisations- und Arbeitsmarkt-Fokus	2015	- Phase 1 data: Empirical studies, 1990--2012 - Phase 2 data: Semi- structured interviews and confirmatory questionnaires - Phase 3 data: Data from the 2009 ECS, with some references to the 2013 ECS	- "Findings and analyses have led us to model an understanding of value creation as actualised enterprise lifelong learning capacity (ELLC) in which the affective dimension of HRP's can draw from behavioural learning approaches in enacting changes to learning systems and incentives; the cognitive dimension of HRP's can apply cognitive and action learning principles to address skills development; and the structural dimension of HRP's can use socio-cultural learning elements to enact innovations in work design and the organisation of work."	http://hdl.handle.net/10993/30747
3. Lebenslanges Lernen zwischen Weiterbildungslust und Weiterbildungsfrust. Eine empirische Studie zu Anreizstrukturen in der beruflichen Weiterbildung	BiBB	Subjektfokus	2014	- Interviews und Beobachtungsprotokolle - kategoriale Analyse	- Modell der lernrelevanten Faktoren (S. 189)	https://www.bibb.de/dienst/veroeffentlichungen/de/publication/show/8754

4. "...neue Erkenntnisse habe ich eine ganze Menge" : eine empirische Studie zum Lernen in informellen Kontexten	Nina Carstensen (Dissertation)	Subjektfokus	2014	- Interviews und Beobachtungsprotokolle, kategoriale Analyse	- Modell der lernrelevanten Faktoren (S. 189)	https://publikationen.ub.uni-frankfurt.de/frontdoor/index/index/year/2014/docId/35525
5. Die Kompetenzbiographie: Strategien der Kompetenzentwicklung durch selbstorganisiertes Lernen und multimediale Kommunikation	Erpenbeck & Heyse	Subjektfokus	1999	- Blick auf hochkreative, kompetente Führungskräfte und Mitarbeiter in ausgewiesenen erfolgreichen Unternehmen - untersuchen, wie sich entsprechende individuelle Kompetenzen lebensgeschichtlich und arbeitsbiographisch entwickelt haben	"Angesichts des exponentiell zunehmenden Einsatzes multimedialer Verfahren zeigen die Autoren Möglichkeiten auf, diese für die kompetenzorientierte berufliche Weiterbildung optimal zu nutzen."	https://www.fachportal-paedagogik.de/literatur/vollanzeige.html?Fid=679312