

## HR4AD

# “Skills and Training Needs Information on age-diverse workforce management for HR managers”

## Synthesis report and comparative analysis in partner’s countries

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*“Empowering managers to encourage age-diversity in the workplace”*

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## **ABBREVIATIONS AND ACRONYMS**

EU – European Union

HRM – Human Resource Management

HR – Human Resources

VET – Vocational Education and Training

CVET – Continuing Education and Training

ICT – Information and communications technology

EQF – European Qualifications Framework

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## EXECUTIVE SUMMARY

Population ageing is one of the most important challenges facing the EU and poses a threat to its macroeconomic performance and competitiveness. The need to improve the labour market participation of older people has received ever greater attention in recent years, especially in view of significant demographic changes the European Union will undergo, due to population ageing. Companies are thus introducing new approaches, policies and instruments which seek to foster the higher employment rates of the elderly by implementing the active-ageing concept in business and HRM practice.

**This synthesis report reviews current and future training requirements in terms of age-diverse workforce management for HR and which are the people managers to influence on the active-ageing concept in business and HRM practice. All responses were collected in Greece, France, Slovenia, Bulgaria and Portugal, in partnerships countries of HR4AD project.**

**The report is designed for further project activities to develop the HR4AD curriculum and learning units for VET programme to manage age – diverse workforce following the EQF system.** Also, it can be a guide for all those who are responsible for employment, to ensure that workplace ageing is managed successfully and that older workers are able to fulfil their potential. Hopefully this document will be a useful resource and contribution towards the better management of ageing people in the workplace.

### Knowledge, skills and competences required by HR personnel to manage age-diverse workforce effectively

Training with guidance activities by HR personnel specifically help older workers to reflect about their professional experiences and assess their skills, needs and expectations. They support informed decisions on further training, retraining and development of key skills.

Learning occurs in companies in non-formal ways, outside the context of training courses. People acquire knowledge as well as personal and technical experience which carries value for both individuals and organisations. It is important that these skills and knowledge are identified, signalled and put to good use for both individuals and companies.

If the skills and knowledge are correctly identified, they can be complemented by training and successfully integrated in more complex processes in companies, fostering innovation and increasing the quality of products, services and processes. The potential of older workers is very high, given their life and professional experience, but their knowledge and skills are frequently invisible and not conveniently valued or used from their managers. Despite general low awareness of age management issues, there are a few examples of companies that successfully incorporated comprehensive systems and organisational solutions in their management strategies and everyday operations.

**Therefore, in project partnership HR4AD we identified the needed knowledge, skills and competencies which are necessary for HR personnel to manage age-diverse workforce effectively.**

#### *Top needed Theoretical and functional Knowledge*

The respondents singled out, sorted by relevance, as follows:

- Communication principles for all-age groups in order to communicate with group targets effectively;
- Team building theory;

- Conflict management practices and strategy;
- Cross-generational learning approaches;
- Theoretical frameworks and current research on age diversity.

#### *Top needed Skills*

The respondents singled out, sorted by relevance, as follows:

- Communicating effectively with all age-groups to create rapport and trust;
- Encouraging collaboration among age-diverse employees and departments;
- Providing feedback/ coaching taking into account staff's age group;
- Listening to and taking into account different age groups concerns;
- Recognising and rewarding people according to their contribution and performance;
- Organising or conducting age-inclusive meetings with employees.

#### *Top needed Competencies*

The respondents singled out, sorted by relevance, as follows:

- Inspiring others in a way that results in acceptance, agreement, or behaviour change towards age-diversity;
- Problem-solving attitude and crisis management related to age-diverse challenges;
- Creating opportunities for cross-generational learning;
- Organising financial resources required to promote age diversity.

## VET suggestions to provide HR personnel with the knowledge, skills and competencies to manage age – diverse workforce

The major HR challenge in the context of demographic changes is to change the mind-set of HR managers from finding creative solutions 'to ensure the transition of older workers out of the organization', to retaining them in active employment as long as possible. In practice, an age conscious HRM means that HRM should in future not only focus on 'older workers', but that age related measures should be designed for all age groups.

#### *Learning outcomes*

Through overall ranking in research the HR4AD learning outcomes were identified as the knowledge, skills & competence required by HR managers on EQF level.

Sorted by priority, the learning outcomes HR4AD are:

- Understand age dynamics in the workplace;
- Foster multi-generational teamwork;
- Promote inter-generational learning;
- Recognize crisis management and implement risk management related to the challenges of the age-diverse workforce;
- Motivate and discern concerns of workers in a diverse-working environment;
- Deal with age-related stereotypes.

#### *Age-diverse people management training provider for HR and personnel managers*

Through research VET and CVET providers were identified that should lead training provision to HR and personnel managers. Some respondents supported that individual trainers and consultants should provide on-the-job training. Other believe that human resources agencies for age-diversity in the HR management sector should lead training provision to HR and personnel managers.

## 1. INTRODUCTION

### 1.1 Presentation of the HR4AD project and partnership

The project aims at delivering solutions applicable to the EU HR management sector supporting the mobility needs of EU workers across the continent and avoiding the duplication of effort at the national level. This can be achieved only through a transnational cooperation, for the following reasons:

- a) addressing sector needs requires EU-level research, due to national specificities,
- b) the validation/multiplication of impact requires the involvement of target groups and stakeholders from different countries, and
- c) cultural and linguistic issues will be better tackled.

The project HR4AD objectives are: (1) Strengthen key competences in VET provision for HR managers to integrate age-diverse management skills; (2) Produce high-quality Open Educational Resources to promote easy and open access to VET provision allowing up-skilling & re-skilling; (3) Enhance access to training for all through CVET through a self-paced game pedagogy allowing learners to customise their personal training.

OUR project goal is to empower HR managers with:

- keeping up with the demands of the EU labour market and strengthening their employability,
- easy and free access to VET provision allowing up-skilling and re-skilling,
- enhanced ICT uptake in education and training with the use of game-based pedagogical tools,
- customized personal learning pathway per their needs and training priorities.

HR4AD consortium of partnership		
Country	Name of the Partner	
<b>Greece</b>	<b>EXELIA</b>	EXELIA E.E.
<b>Bulgaria</b>	<b>BAPM</b>	Bulgarian Association for People Management
<b>Slovenia</b>	<b>PRIZMA</b>	PRIZMA Foundation for Improvement of Employment Possibilities
<b>France</b>	<b>GIP-FCIP</b>	GIP-FCIP de l'académie de Caen
<b>Portugal</b>	<b>KERIGMA</b>	The Innovation and Social Development Institute of Barcelos

The HR4AD partnership comprises organisations from both the world of Vocational Education and Training as well as the HR industry, to align training with labour needs, and to meet requirements in terms of efficiency, interdisciplinarity, innovation, and timely implementation. Specifically:

1. EXELIA has delivered training on communication/negotiation/management skills and has extensive experience in R&D and in the implementation and management of research and training activities. It is also an expert in the development and delivery of innovative ICT-based training, and game based pedagogies.
2. PRIZMA, GIP-FCIP and KERIGMA bring significant experience on the reality of post-secondary VET courses and practices, specialising in developing job-specific training curricula and delivering VET material for the HR sector.
3. PRIZMA, KERIGMA and BAPM contribute to the HR4AD partnership with their strong networking and dissemination capacity.
4. PRIZMA, GIP-FCIP, EXELIA and KERIGMA have a vast experience in project management and implementation, as well as R&D and technical expertise in participating in EU-wide projects.



## 1.2 About age-diverse workforce management

Research reveals (CEDEFOP, Working and ageing, 2012) that, although the importance of age-aware human resource management is recognized in theory, much remain to be done in practice. Several socio-cultural, systemic and organizational burdens put a great deal of restraint in HR managers' effort to deal with an age diverse workforce. Negative stereotypes, cultural differences and an actual lack of knowledge, skills and competences on how to deal with demographic changes in the workplace from an HR management perspective reflect on the day to day practice of HR managers.

Future economic growth, competitiveness and efficiency will increasingly depend on how effectively employers can utilise their ageing workforces. To achieve more sustainable economic and social development, the EU has set itself the target of increasing the employment rate of older people. For this to be successful, governments, social partners and organisations need to work together to develop the skills and employability of older people while maintaining the health, motivation and capacities of workers as they age. Age discrimination and negative stereotypes of older workers must be tackled, while working conditions and employment opportunities must be adapted to an age-diverse workforce<sup>1</sup>.

However, the predominant diversity issues in each country are different. Rapid internationalization and globalization has enhanced the significance of workforce diversity. High quality diversity awareness training is one HR function that enhances the effective integration of diverse group members. Awareness training builds a common understanding of the value of diversity, assisting in building social cohesion so that it improves individual and organizational outcomes. A top down training strategy may be valuable – providing awareness training to senior managers first and team-building training last. Education and training should be tailored to the specific needs of the organization, division, level, team or individuals. Critical to the success of education and training is the important step of linking training to the strategic objectives of the organization. Age management and age diversity should be the concern of all the key actors in the labour market, including government, employers' organisations and trade unions. At the heart of this concern is the employment contract: the relationship between workers and employers. If employers have a duty to create the conditions in which individuals can manage their own careers and ageing, then workers themselves have a parallel duty to take advantage of all opportunities to improve their work ability.

As the average age of the population increases, managers need to develop proactive approaches to achieve balance in the working environment establishing equilibrium among the different priorities and diverse perspectives of the age diverse workforce they manage (CIPD 2014). In this regard, HR managers and people managers in general need to update their skills emphasizing key competences such as understanding the age-dynamics at the workplace; fostering multigenerational teamwork; dealing with age related stereotypes; culturing emotional intelligence; dealing with the intergroup conflict and underlying anxiety; and promoting intergenerational learning in the workplace. Therefore, the adoption of new management approaches with regards to age-related demographic changes in the workplace poses new challenges for the continuous training provision (CVET) for HR managers enriching existing training offerings for the HR sector in ageing workforce, beyond the focus of just how to manage, keep employed and lead older workers (e.g. strategies to motivate them, to discern concerns and to encourage faith in their own capabilities).

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<sup>1</sup> A guide to good practice in age management, European Foundation for the Improvement of Living and Working Conditions, 2006

The HR management skills deficiency in association with the ageing of workforce has been one of the concerns in the workplace, since age demographics cause internal redeployments in the workplace and can potentially unsettle work balances.

HR managers and people managers will need to develop key competences such as understanding the age-dynamics at the workplace; fostering multi-generational teamwork; dealing with age-related stereotypes; culturing emotional intelligence; dealing with the intergroup conflict and underlying anxiety and promoting intergenerational learning in the workplace.

### 1.3 The state of the art in partner's countries

This section provides a general view about the age – diverse management in the partner countries, with an emphasis on the issue of HR professional development opportunities to improve skills and competences. The information has been compiled from the country partner desk research and draws a general picture of age-diverse workforce management.

The population of Europe is living longer lives and the representatives of different generations have the unique opportunity to benefit from the longer lifespans they live together. However European countries including partner's countries are now facing a challenge that will shape the labour market process – the ageing of the population. Population growth is slowing down while population ageing is accelerating. This trend is predicted to continue over the coming decades.

#### **The situation in Greece.**

The management of diversity in the workplace is a brand-new trend, even if it has evolved as a tendency for more than two decades in the rest of Europe. This is related to a) the type of Greek businesses, which are either small or medium-sized companies and diversity management is usually implemented from larger companies and b) the recent adaptation of the Greek economy to the increased migration and therefore the need for inclusion. It is, however, typical for business to delegate non-demanding tasks to older employees considering that they might not be able to handle more demanding issues, disregarding their experience. In other cases, younger age employees become objects of discrimination due to their lack of experience, disregarded for their ability to invoke talent and innovation. The need for age-diverse workforce management has become extremely relevant in Greece, considering that the country is considered among the least active countries for the promotion of age diversity in the workplace, according to a recent Randstad research.

#### **The situation in Portugal.**

There is a general realization that the strength of age diversity has been modified in recent years. The increase in this age diversity makes it necessary for organizations to address the impact and management of diversity in the work environment. "The ageing of society, coupled with the demand for an increasingly late retirement", according to the article by Inês Freitas and Joana Fernandes, in the Minutes of the 12th Colloquium on Psychology and Education - Vocational Training: A reality for all ages. In companies age cannot be the problem, but rather the solution to "age discrimination" in access to the labour market which remains a reality in Portugal. According to Cátia Mateus, in an article published in "Expresso Emprego", "the generations of people born in the 50s and 60s (baby boomers") have more difficulty adapting to the technology and therefore, the idea it is preferable to bet on hiring, cannot be a good argument if we think, for example, that hardly a newly licensed or a professional in the early years of professional life will have the experience necessary to lead a negotiation in the context of managing the motivation of a team. "

The same article states that discrimination occurs mainly because there are young people qualified for job search, who accept to perform duties for lower values and older professionals have to take a more flexible position at the level of wage values.

The Portuguese Government wants to raise the retirement age, but companies resist to hire people over 35 and are now tending to lay off older employees. In Portugal, the unemployment rate is higher than in Europe, either at the general level or in the group of people over 54 years of age. The unemployment rate, according to the National Institute of Statistics (INE), "Pordata" in 2016 reached 11.1% of which 28% refer to youngsters under 25; 10% between 25 and 54 years and 11.6% between 55-64 years. According to Centeno (2000), discrimination against older workers has made them less employable and allows the growth of long-term unemployment. According to the same author, access to employment by workers is problematic for essential reasons:

- receive a lower number of offers when compared with young people;
- when they can get a new job, the wages they get are almost always lower than they had before.

It should be noted that the relationship between productivity and age is also very complex since it contrasts, on the one hand, the experience, competence and specialization of an older worker, on adapting to new technologies, of the people with the most problems.

It can be summarized as saying that the relationship between productivity and age is very complex, since it contrasts, on the one hand, the experience, competence and specialization of an older worker, on the other hand, as already mentioned, vulnerability to illness, loss of physical capacity and difficulties in adapting to new technologies.

### **The situation in Bulgaria**

The situation in Bulgaria corresponds with the data for Europe. The population in the country is decreasing and ageing and the regional differences in the number and structure of population are getting deeper.

According to the data of the National Statistical Institute for 2015 the capital of the country - Sofia, is the only city in Bulgaria where the population is increasing. However, the increase in the number is caused by the movement of people coming from other cities and towns to study or work. People in active work age are decreasing while the number of retired people is increasing. Moreover, young people are the main group of the population who is leaving the country. The forecast of the National Statistical Institute is that in the next few decades the negative demographic processes in the country will continue.

The data for the movement of the population show that there are only few cities in the country that are attractive for people to live. In all the other regions the number of people who have emigrated is lower than the number of people who have settled down. The biggest part of the population involved in this movement consists of people between 20 and 49 years who leave small towns to go studying or working in bigger cities. As a whole the process of population ageing continues. In the end of 2015 people over 65 years represented 20.4% of the population. Compared to 2014, the percentage is 0.4 % higher. People in active work age represent 60.8% of the population.

Having in mind the situation described, the workforce in Bulgaria, nowadays, consists of representatives from different generations, of different ages. Age-diverse organizations create challenges for managers, especially HR managers to learn the specific traits of all ages and find a way to integrate them in effective teams. Managers should find a way to create teams and divide tasks in a way that will allow older employees to best apply their extensive experience and young people to obtain the opportunity to contribute by applying new skillsets and techniques. To achieve this, HR

managers should create a flexible environment which suits the different work attitudes, manners and requirements across the different age groups. For older people this may refer to work-life balance, employee wellbeing and so on, while for younger people this may include opportunities for flexible worktime, free communication flows, task diversity, fast career growth, etc.

### **The situation in France**

In France, « seniors » are all employees over 45 years old. There are two categories of « seniors »: those who are between 45 and 50 and who will have a second part of their career in the company and those who are between 55 and 57 and who are close to retirement.

In 2050, one third of the population will be more than 60 years old. The workers proportion related to the working population will decrease from 54 % in 2005 to 50 % in 2020. The employment rate of seniors is particularly low in France: the working seniors proportion (between 54 and 65 years old) is 37.7 % in 2004 compared to 41 % in Europe.

Considering the following context: laws about retirement which are changing and extending the working time, the ageing population, productivity needs, the issues consist in re-motivating the population of seniors and in organizing the competences transfer.

### **The situation in Slovenia**

In Slovenia like in other countries this process cannot be avoided. With the decrease in the number of births and longer life expectancy the age structure of population is changing: the proportion of children (0-14 years) is decreasing, but proportions of working-age population (15-64 years) and elderly (population aged 65 and over) are increasing.

Slovenia is characterized by having more old than young people since 2003. The proportion of the population aged 65 years or older in 2012 was 16.8%, the proportion of the population under the age of 15 years was 14.3%. The aging index is thus reached a value of 117.6. According to demographic projections, this trend should continue: in 2030, the proportion of people aged 65 or more should be more than 30% and people aged 15 or less 12.9%.

Slovenia has the lowest percentage of work active population in the age group between 55-64 years of age in the EU. According to Eurostat, in 2011 in Slovenia there was only 31.2% of the work active population in the age group from 55 to 64 years old. This is much below the average of the European Union (EU-27 countries), where the proportion of work active older workers in 2011 was 47.4%. that is also far from the objective of the Lisbon Strategy, which was to have by 2010 50% of work active people from the age group (50-64 years old) who can work.

Even though Slovenia is characterised by a comparatively older population (compared to the European average: EU-25), the proportion of older people in the workforce is only around 25%. The age group around 50 years and over seems to have quite limited job opportunities. In Slovenia, this age group is widely deemed unattractive as a source of labour for several reasons: a perceived lack of flexibility and initiative; a poor grasp of foreign languages; a reluctance to take part in training; limited adaptability to new working conditions; a lack of knowledge of new technologies or production processes; and a greater tendency to take sick leave. The employers' perception of older workers in our country is particularly influenced by different stereotypes and myths. Only a few employers know (early) dismissal of an older person as a potential worker represents the premature and permanent loss of human capital since older people can represent a rich source of skills and experience. Of course, there are other reasons besides stereotyping that hinder older workers from staying active, and that poor labour market flexibility is one of the most significant reasons for early retirement since less than 10% of Slovenia's working population is employed part-time.

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The challenge is not only to ensure that a greater share of those currently aged 55 to 64 stay in work, but also to enhance the employability of those currently aged in their 40s and 50s when striving to move from the theoretical concept of active ageing to the actual day-to-day practice.

## 2. THE RESEARCH AND METHODOLOGICAL OVERVIEW

Project partners conduct research to explore current and future training requirements in terms of age-diverse workforce management for HR and people managers.

The report is designed to be a guide for all those who are responsible for employment, to ensure that workplace ageing is managed successfully and that older workers are enabled to fulfil their potential. It is hoped that it will prove a useful resource and help contribute towards the better management of ageing in the workplace.

### 2.1 Data collection and research methods

The data collection of current and future sector training requirements in the HR4AD partnership countries is a combination of field and desk research.

**Field research** was implemented through an online questionnaire (Appendices A) and disseminated to relevant stakeholders, to have the new sectoral needs illustrating age-diverse workforce management challenges and modern skill needs of HR managers and people managers in general.

**Desk research/literature review** was conducted by project partners to collect additional information and evidence to enhance the quantity and quality of information gathered through field research. A desk research template was developed to assist the identification of best practices in existing HR management training on dealing with the European ageing workforce. The data from partners were gathered from secondary relevant sources of information, like existing training programs for HR managers, similar national and European projects and surveys conducted on behalf of business and social organisations (see Appendices C).

### 2.2 Scope of Work

Information and evidence to complete this synthesis report was gathered by:

- Survey questionnaire to collect and demonstrate the views of HR4AD target groups and key stakeholders (HR management field experts, sector representatives and associations, VET providers, corporate trainers and consultants) to identify, prioritise, and describe areas and tasks on which the HR4AD learning materials should mostly be focused.
- Internal and external desk research/literature review of evidence were gathered on modern skill needs and management/training requirements in the HR management field, specifically focused on managers dealing with age-diverse workforce (see Appendices C).

### 2.3 Objectives/Goals

The goals of this learning outcomes synthesis report are to collect information to explore the context of ageing personnel in the consortium countries, in relation to skills and training requirements for HR managers dealing with age-diverse workforce.



### 3. COMPARATIVE ANALYSIS OF SKILLS AND TRAINING INFORMATION ON AGE – DIVERSE WORKFORCE MANAGEMENT FOR HR MANAGERS IN PARTNER COUNTRIES

The field research targeted respondents based in Greece, France, Slovenia, Bulgaria and Portugal, therefore all responses are collected in those countries.

#### 3.1 Profile of survey respondents

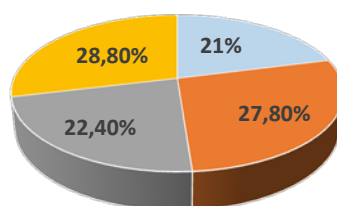
Most respondents work in private sector (49,4 %), followed by those working in other services (26,4 %) and VET provision services (12 %), while fewer work at HR consultancy/recruiting company (7,6 %) or an association (4,6 %).

**Table 1: Type of organisation**

Country/ type of organisation	Company	Vocational education and training provider	HR consultancy/ Recruiting company	Association of HR professionals	Other	TOTAL
Greece	44%	19%	12%	6%	19%	100%
France	58%	10%	0%	3%	29%	100%
Bulgaria	59%	0%	18%	4%	19%	100%
Slovenia	40%	0%	0%	10%	50%	100%
Portugal	46%	31%	8%	0%	15%	100%
<b>TOTAL</b>	<b>49,4%</b>	<b>12%</b>	<b>7,6%</b>	<b>4,6%</b>	<b>26,4%</b>	<b>100%</b>

Most respondents work in micro-sized enterprises (28,8 %), followed by medium-sized enterprises (27,8 %), small-sized enterprises (22,4 %) and to a lesser extend in large enterprises (21 %) (chart 1).

**Chart 1: Size of countries organisations**



- Large enterprise (250+ employees)
- Medium-sized enterprise (50-249 employees)
- Small-sized enterprise (11-49 employees)
- Micro-sized enterprise (<10 employees)

The majority of the respondents in partners countries have significant interaction with age-diverse working groups (31 % quite often, 25,2 % all the time, and 17 % very often). The rest of them either don't interact very often (21,4 %) or have never interact with them at all (5,4 %).

When we look at the awareness about the challenges of age-diverse working groups we can establish that 36 % of respondents are quite familiar, 18.8 % very familiar, and 31.8 % somewhat familiar with

these challenges. Only smaller share of them (13.4 %) seem not to be aware about the challenges of the age-diverse working groups at all.

### 3.2 Knowledge, skills and competences required by HR personnel to manage age-diverse workforce effectively

To find out what knowledge, skills and competences are required by HR personnel to manage age-diverse workforce effectively, **we addressed following key research questions:**

- How much would people managing staff benefit from training resources on the following?
- To what degree would people managing staff in your country benefit from training resources on the following?

The data results are further presented under each research question.

#### *Top needed theoretical or functional Knowledge*

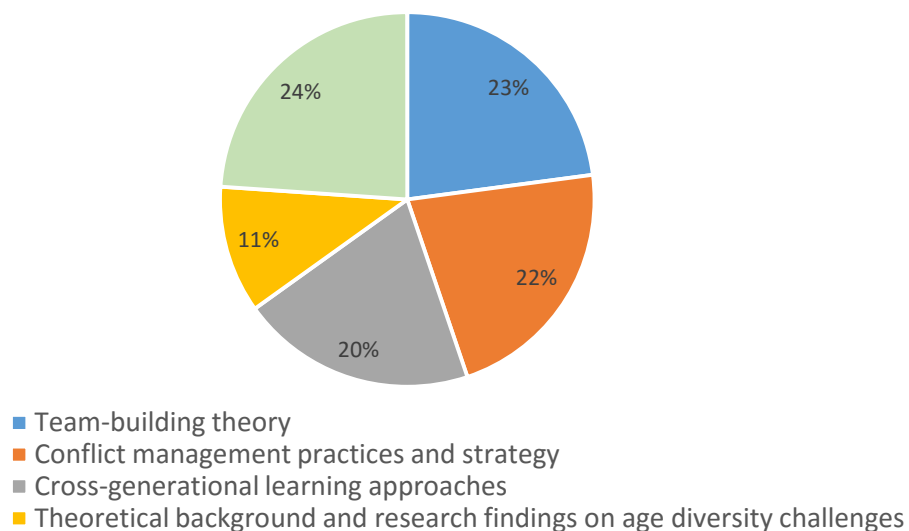
##### **Question 1:**

##### **How much would people managing staff benefit from training resources on the following?**

Most respondents supported that the following training resources would benefit HR/personnel managers to a high degree (chart 2):

- Communication principles for age-diverse groups (24% of the respondents)
- Team-building theory (23% of the respondents)
- Conflict management practices and strategy (22% of the respondents)
- Cross-generational learning approaches (20% of the respondents)
- Theoretical background and research findings on age diversity challenges (11% of the respondents)

**Chart 2: Required contents of theoretical or functional knowledge**



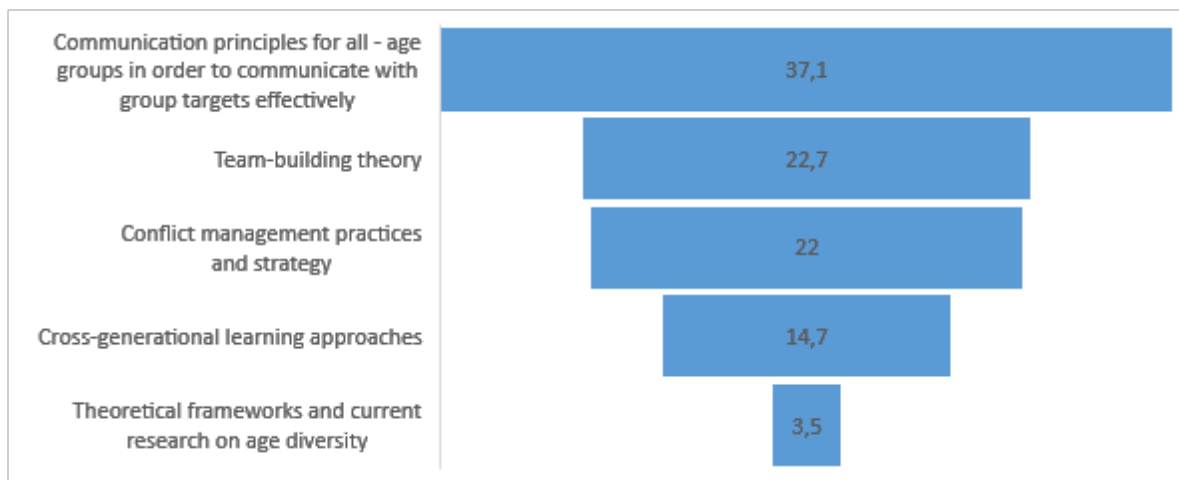
##### **Question 2:**



**Which of the previously mentioned capacities would you single out as having the most beneficial impact on people managers to support age diversity in the workplace?**

The Chart 3 shows how respondents singled out capacities of knowledge that will have the most beneficial impact on people managers to support age diversity in the workplace by their importance: 37,1 % singled out “Communication principles for all-age groups in order to communicate with group targets effectively”, 22,7 % “Team building theory”, 22 % “Conflict management practices and strategy”, 14,7 % “Cross-generational learning approaches” and 3,5 % “Theoretical frameworks and current research on age diversity”.

**Chart 3:** Capacities of knowledge that will have the most beneficial impact on people managers to support age diversity in the workplace

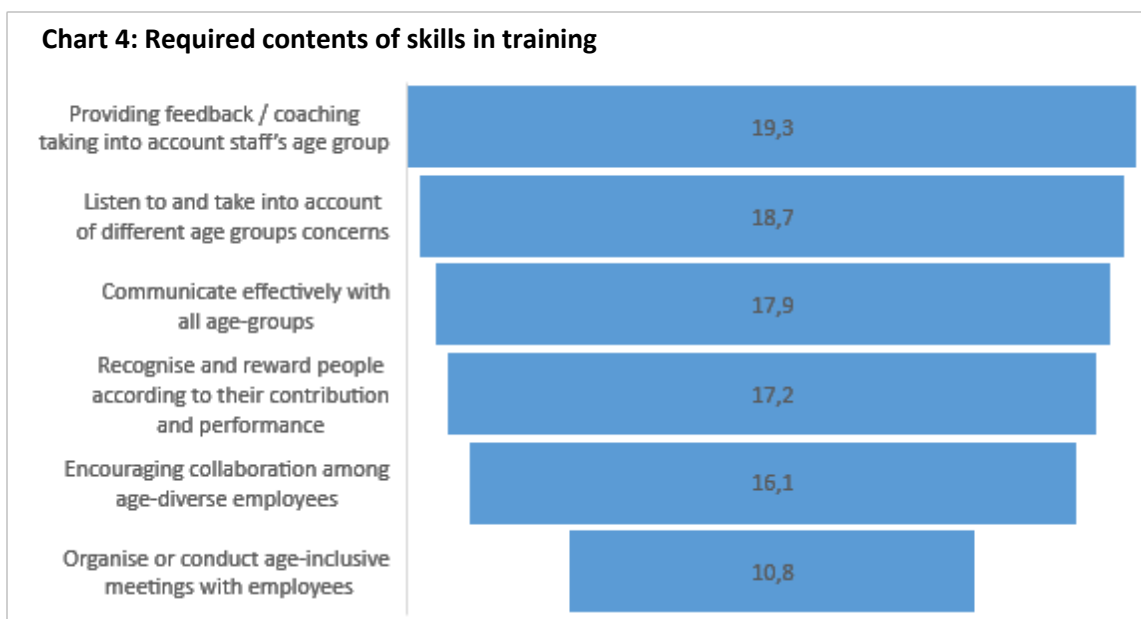


*Top needed Skills*

**Question 3:**  
**To what degree would people managing staff in your country benefit from training resources on the following?**

The chart 4 shows which training contents have respondents singled out, sorted by relevance:

**Chart 4: Required contents of skills in training**

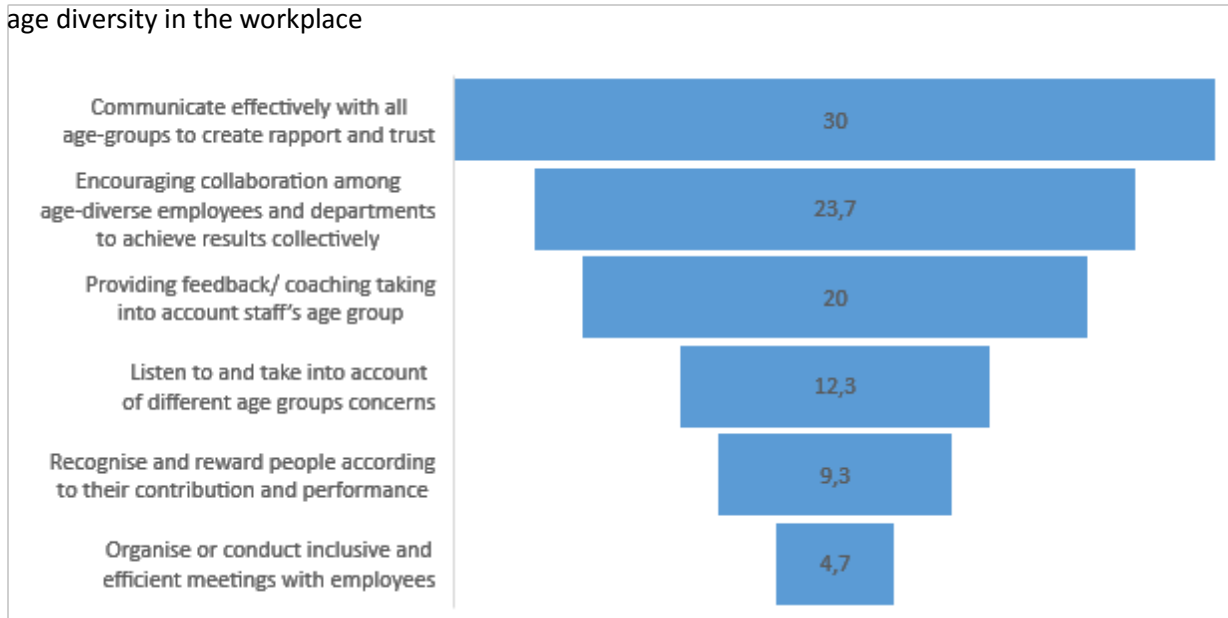


**Question 4:**

**Which of the above-mentioned capacities would you single out as having the most beneficial impact on people managers to support age diversity in the workplace?**

The respondents in chart 5 singled out, sorted by relevance, the following:

**Chart 5:** Capacities of skills that will have the most beneficial impact on people managers to support age diversity in the workplace



*Top needed Competencies*

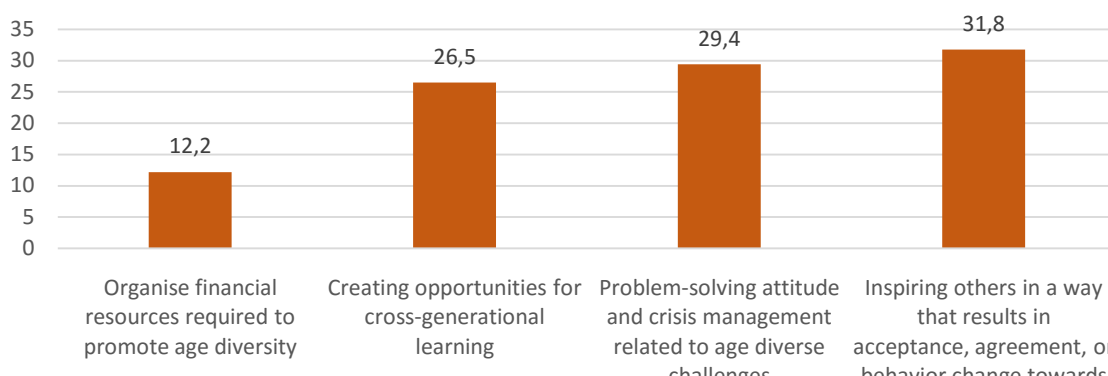
**Question 5:**

**To what degree would people manage staff in your country benefit from training resources on the following competences?**

The majority of respondents evaluated following training resources to be beneficial for HR/personnel managers to a high degree (chart 6):

- Inspiring others in a way that results in acceptance, agreement, or behaviour change towards age-diversity (31,8 % of the respondents)
- Problem-solving attitude and crisis management related to age-diverse challenges (29,4 % of the respondents)
- Creating opportunities for cross-generational learning (26,5 % of the respondents)
- Organise financial resources required to promote age diversity (12,2 % of the respondents)

**Chart 6:** Required contents of competencies in training

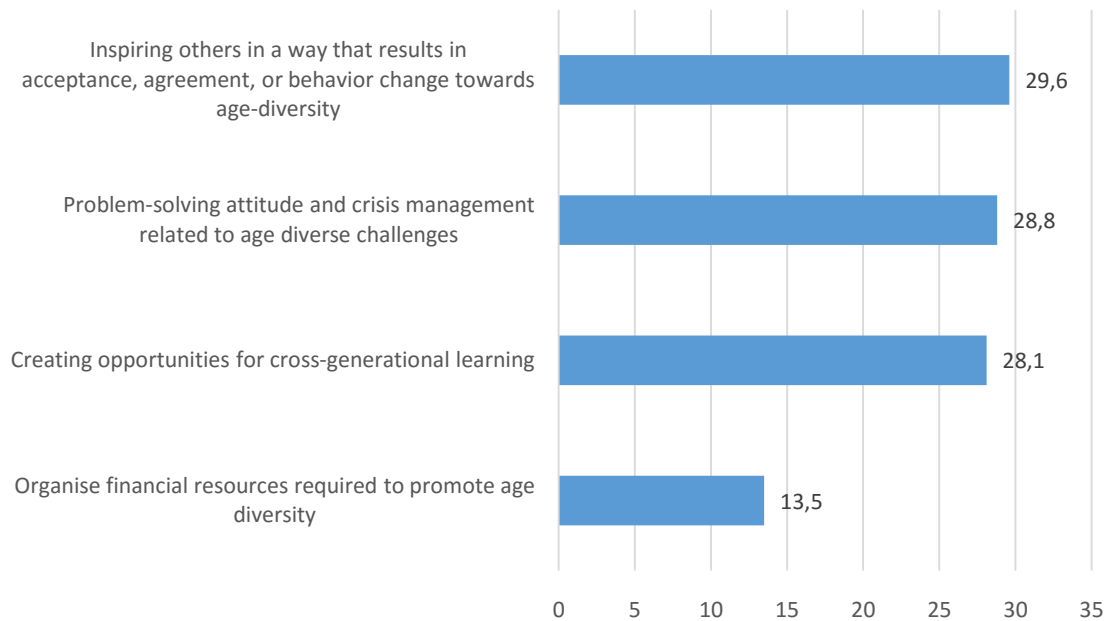


**Question 6:**

**Which of the following would you single out as having the most beneficial impact on people managers to support age diversity in the workplace?**

The respondents in chart 7 singled out, sorted by relevance, as follows:

**Chart 7: Capacities of competencies that will have the most beneficial impact on people managers to support age diversity in the workplace**



### 3.3 VET suggestions to provide HR personnel with the knowledge, skills and competencies to manage age – diverse workforce

Through research also VET suggestion to provide HR personnel with the knowledge, skills and competencies to manage age – diverse workforce was gathered.

**Question 7:**

**Given the opportunity to structure a management course on age-diversity, how would you prioritise the following capacities for people managers?**

In terms of VET suggestions, respondents prioritised the capacities in the following order:

- Understanding of age dynamics in the workplace: most responses for priority 1 - highest priority (30,22 %)
- Fostering multi-generational teamwork: most responses for priority 1 - highest priority (29,73 %)
- Dealing with age-related stereotypes: most responses for priority 3 - medium priority (32,44 %)
- Promoting intergenerational learning: most responses for priority 2 - high priority (28,36 %)
- Motivating and discerning concerns of workers in a diverse working environment: most responses for priority 2 - high priority (30,6 %)
- Crisis management and risk management related to the challenges of the age-diverse workforce: most responses for priority 2 - high priority (27,57 %)

Table 2 (below) shows the order by which the respondents prioritised the capacities by rating them in order of importance from 1 to 5, where 1 is highest and 5 lowest priority, in terms of VET suggestions.

**Table 2: The HR4AD VET suggestion in overall ranking from the research.**

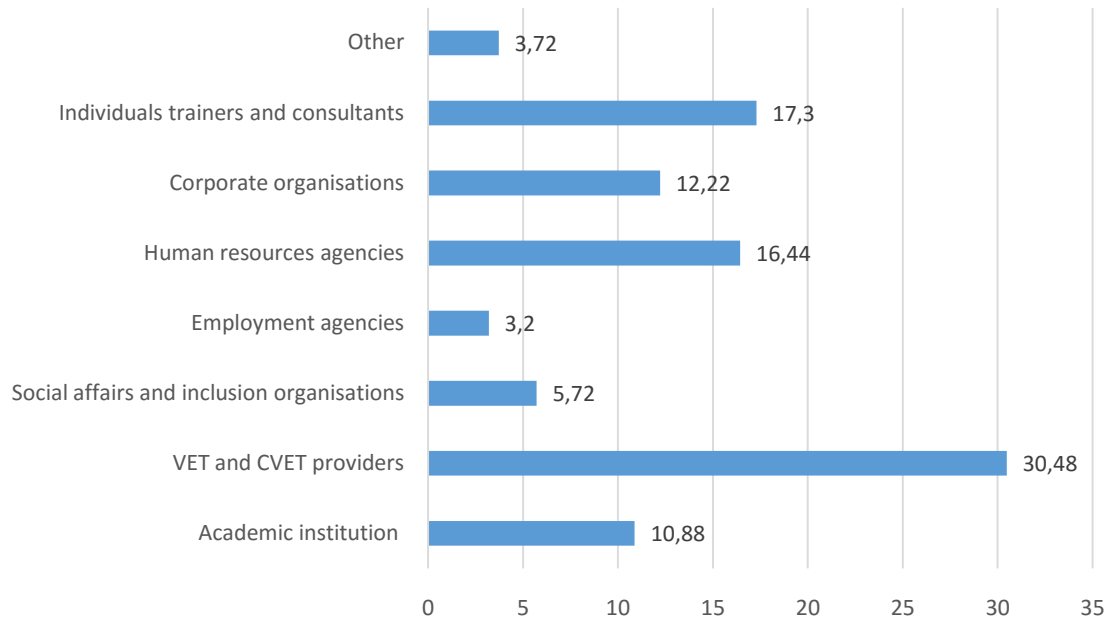
VET suggestion	Overall ranking
Understand age dynamics in the workplace	1
Foster multi-generational teamwork	1
Promote inter-generational learning	2
Recognize crisis management and implement risk management related to the challenges of the age-diverse workforce	2
Motivate and discern concerns of workers in a diverse-working environment	2
Deal with age-related stereotypes	3

**Question 8:**

***Who should have the biggest role in providing age-diverse people management training to current and future HR and people managers?***

The majority of the respondents (chart 8) believe, that VET and CVET providers should have lead in training provision to HR and personnel managers (30,5 %). Some respondents are of opinion that individual trainers and consultants (17,3 %) should provide on-the-job training. Other believe that human resources agencies for age-diversity in the HR management sector should be lead training providers for HR and personnel managers (16,4 %). 12,2 % of respondents supported corporate organisations as appropriate, 10,9 % suggested Academic institutions, 5,7 % Social affairs and inclusion agencies, while lowest share supported Employment (3,2 %) and other agencies (3,7 %) as training providers.

**Chart 8: Training provider to HR and personnel managers (in %)**



#### 4. DEFINITION OF HR4AD LEARNING OUTCOMES

The partner institutions are faced with the challenge of agreeing on a common language and common terminology regarding the contents and objectives of a HR4AD project. The basis for this agreement can be both the EQF system and the use of ECVET instruments for describing learning outcomes as well as for assessing, documenting and validating units of HR4AD learning outcomes.

Learning outcomes are statements of what a learner knows, understands and can do on completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competence<sup>2</sup>:

- **Knowledge** means the body of facts, principles, theories and practices that is related to a field of work or study. It is described as theoretical and/or factual knowledge;
- **Skills** means the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive (logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- **Competence** means the proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

Basically, learning outcomes should be formulated in such a way as to be understandable and thus "manageable" for all those involved. This means that the partners define the terminology which they use (perhaps in the form of their own glossary) and choose a reference system EQF. This procedural step also involves agreement on the part of persons involved, i.e. training personnel and learners, on the application context (e.g. skills level, standard) and learning objectives.

The partners consider the following points when formulating learning outcomes:

- Learning outcomes refer to vocational qualifications (in the sense of assessable vocational competences), not to the individual's specific development of vocational competence. The learning outcomes which are to be described are based on the learning achievements of an average learner. Learning outcomes are described from the perspective of the learner (not from the perspective of the instructor). Learning outcomes do not describe the learning target or the learning path, but the result following the completion of a learning process.
- General training plans, framework syllabuses, curricula, examination regulations or qualification profiles can form the basis for describing learning outcomes in the HR4AD curriculum.
- Learning outcomes should be verifiable and assessable. Learning outcomes should be described in as concrete terms as possible so that it can be determined within the framework of an evaluation process whether the learner has achieved the learning outcomes. The learning outcomes should, however, be formulated in such a way as to also enable the learners to judge whether the results have been achieved.
- The nature of the learning process and the learning method itself are not relevant for the description of learning outcomes.
- The question of whether learning outcomes in the form of knowledge, skills and competences within a unit of learning outcomes are described in detail or in a less complex form depends on the respective context and the objective of learning in the HR4AD curriculum. As a general principle, there should neither be too many nor too few learning outcomes.

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<sup>2</sup> Recommendation of the European Parliament and of the Council on the Establishment of a European Qualifications Framework for Lifelong Learning, 2008

The following basic principles can make it easier to reach an understanding when describing learning outcomes:

- **Use of active, clearly understandable verbs.** Verbs should describe measurable or observable actions, e.g. "explain", "represent", "apply", "analyse", "develop", etc. Verbs such as "to be familiar with" should not be used.
- **Specification and contextualization of the active verb.** It should be described what the knowledge and ability refer to in concrete terms, or what type of activity is involved. The learning outcomes formulation should consist of a verb and the related object as well as an additional (part of a) sentence describing the context.
- **Avoiding vague, open formulations.** Learning outcomes should be described briefly and precisely, complicated sentences should be avoided, learning outcomes should not be formulated in too general or in too concrete terms; clear (simple and unambiguous) terminology should be used as far as possible. Not: He/She knows the regional products and is able to prepare simple meals.
- **Orientation towards minimum demands for achieving learning outcomes.** Learning outcomes should comprehensibly describe the minimum demands for achieving/validating a unit of learning outcomes, i.e. all learning outcomes which are necessary for fulfilling the tasks in the sense of a complete vocational activity should be listed.
- **Qualifications/competence level is described comprehensibly.** Formulations, particularly verbs and adjectives should reflect the level of qualification/competence (EQF or sectoral framework) of a unit of learning outcomes. The learning outcomes description should comprehensibly depict whether the vocational competences can for example be applied under supervision, autonomously or responsibly and competently.

**Table 3: List of active verbs corresponding to formulation of learning outcomes**

Qualification	List of active verbs
Knowledge	<i>Arrange, define, describe, duplicate, identify, label, list, name, match, memories', outline, order, select, determine, present, have knowledge of, gather, classify, explain, write, recognize, measure, emphasis, repeat, report, know, state, reproduce, recall, relate, recognize, etc.</i>
Skills	<i>Draft, infer, analyze, alter, apply, argue, assemble, itemize, split, demonstrate, express, choose, influence, substantiate, provide examples, name, report, describe, designate, judge, assess, present, diagnose, discuss, illustrate by example, conduct, classify, categorize, assign, discover, design, develop, elucidate, recognize, explain, calculate, compile, expand, tell, manufacture, evaluate, produce, find, conclude, formulate, contrast, devise, generate, question, indicate, identify, illustrate, integrate, interpret, clarify, criticize, teach, praise, solve, modify, rearrange, recreate, rewrite, use, arrange, organize, plan, practice, justify, regulate, represent, collect, create, appreciate, deduce, write, refer to, structure, synthesise, divide, separate, test, translate, shape,</i>

	<i>courephrase, outline, paraphrase, differentiate, investigate, subdivide, transform, visualize, connect, compare, verify, defend, utilize, predict, prepare, display, project, suggest, select, appraise, show, summarize, etc.</i>
<b>Competence</b>	<i>Lead a team, instruct trainees, act independently, monitor work processes, assume responsibility, etc.</i>

#### 4.1 Detailed definition of HR4AD learning outcomes

Through research HR4AD learning outcomes were identified according to the EQF. The European Qualification Framework (EQF) constitutes the common European reference framework, which connects countries' qualifications systems increasing their transparency throughout Europe. EQF comprises eight reference levels based on "learning outcomes" (defined in terms of knowledge, skills and competences).

In the context of the HR4AD project, the development of a VET curriculum for building installation professionals requires that acquired knowledge, skills and competences were recognised through an independent process based on accepted European standards.

Table 4 shows the lists of learning outcomes with related knowledge, skills and competencies, classified by learning units and levels EQF levels.

**Table 4: Detailed description of HR4AD learning outcomes by learning units and levels EQF**

Learning units	EQF Level	Learning Outcomes (knowledge, skills & competence)
<b>1. UNDERSTAND AGE DYNAMICS IN THE WORKPLACE</b>	5/6	<ul style="list-style-type: none"> <li>Understand the theoretical background, research findings and concepts of age dynamic and diversity in the workplace and their practical application in form of using concrete tools as part of age management practices in organizations</li> <li>Outline the physical and psychosocial aspects of the ageing process</li> <li>Categorise the most recent generations: Traditionalists, Baby Boomers, Gen X, Gen Y, Gen Z and compare their characteristics, differences of generations, their cultures and values in the workplace</li> <li>Clarify career stages of employees in the workplace</li> <li>Know the meaning of encouraging collaboration among age - diverse employees and departments to achieve results collectively</li> <li>Identify the benefits of managing age diversity, the challenges of diversity management and future concerns for the age diversify workforce for the effective ways of working together</li> <li>Explain how age diversity in culture and generational diversity may affect work dynamics</li> <li>Summarize how age diversity in the workplace can strengthen organization goals</li> </ul>



	<ul style="list-style-type: none"> <li>• Assume responsibility to age diversity in the workplace</li> <li>• Display of exemplary behaviours and taking lead in matters relating to inclusive age-related workplaces</li> <li>• Analyse existing generational diversity in the organisation with understanding the needs of different employee populations to avoid the risk of age discrimination</li> <li>• Analyse age diversity challenges in own work environment including individual perspectives of diversity, primary and secondary dimensions of diversity</li> <li>• Recognise the strengths, contributions and role of all employees in implementing a successful organizational age diversity initiative</li> <li>• Develop age management strategies for dealing with age divers workforce</li> <li>• Adapt recruitment, training, mobility practices and tutoring, sharing experiences, communities of practice, etc</li> <li>• Promote awareness and perception of age-diversity in work place</li> <li>• Adjust best practices for managing age diversity, various generations at work</li> <li>• Prepare implementation action plan for managing age diversity in own organization</li> <li>• Evaluate the activities and good working practices organized for managing effective age diversity in organisation</li> </ul>
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Learning outcomes	EQF Level	Elements (knowledge, skills & competence)
<p><b>2. FOSTER MULTI-GENERATIONAL TEAMWORK</b></p>	<p>5/6</p>	<ul style="list-style-type: none"> <li>• Understand team-building theory, differences in team, to help them feel valued at work</li> <li>• Recognize and move beyond age-related stereotypes and prejudices for creating successful knowledge transfers with multi-generational teamwork</li> <li>• Develop a team-oriented organizational culture that supports multi - generational teamwork and collaboration</li> <li>• Demonstrate the benefits of multigenerational teamwork based on promoting good practices</li> <li>• Create or adjust communication strategies for building collaboration among the generations</li> <li>• Conduct direct open communication for managing multi - generations with focusing on employees as individual</li> <li>• Develop customize communication messages to promote best practices multi - generational teamwork</li> <li>• Conduct different communication style to meet the challenges of generational differences with improved appropriate communication method with employees of all generations</li> <li>• Practice innovative tools and methods to overcoming age - related stereotypes</li> <li>• Practice the communication principles for age - diverse groups in order to communicate with group targets effectively</li> <li>• Use clear communication channels where all employees can feel safe to give input and feedback to express own thoughts and feelings to the others sensitively and respectfully</li> <li>• Organise multi-generational activities to provide opportunities for all employees to interact with one another</li> <li>• Build engaged relationships with team members through trust, task-related support</li> <li>• Identify and critically evaluate the communication principle for age - diverse groups</li> <li>• Co-operate in/or lead a multi-generational team by example and with adapted communication tools</li> <li>• Value informal initiatives of multigenerational team in organization</li> <li>• Provide feedback/coaching, taking into account the diversity of employees</li> </ul>

Learning outcomes	EQF Level	Elements (knowledge, skills & competence)
<b>3. PROMOTE INTER-GENERATIONAL LEARNING</b>	5/6	<ul style="list-style-type: none"> <li>• Understand cross - generational communication: definition, strategies &amp; examples (best practices) to provide opportunities for older and younger people to develop and participate in common inter-generational learning</li> <li>• Provide effective communication with all age - groups to create rapport and trust for intergenerational learning to ensuring that all employees are given the opportunities to learn and develop</li> <li>• Create opportunities in organization for cross - generational learning</li> <li>• Use best practices to develop and deliver inter - generational learning and development activities that close gaps in employees' competencies and skills</li> <li>• Organise financial resources required to promote inter-generational learning</li> <li>• Encourage other people to volunteer or/and participate in intergenerational learning</li> <li>• Ensure an on-going dialogue and mutual understanding of intergenerational learning for vocational work-based training of new entrants</li> <li>• Monitor work processes if organised inter - generational learning activities are efficient</li> </ul>

Learning outcomes	EQF Level	Elements (knowledge, skills & competence)
<p><b>4. RECOGNIZE CRISIS MANAGEMENT AND IMPLEMENT RISK MANAGEMENT RELATED TO THE CHALLENGES OF THE AGE-DIVERSE WORKFORCE</b></p>	<p>5/6</p>	<ul style="list-style-type: none"> <li>• Understand the organization's processes, political environment, culture and HR systems and policies to facilitate age-diverse workforce in organisation</li> <li>• Implement good practices HR issues which are related to diversity of workforce (e.g. promotion, career development, compensation and benefits, performance appraisal, etc.)</li> <li>• Create age responsive employment brand</li> <li>• Develop career plans for mature workers</li> <li>• Implement best practices for employee retention in HR programs, practices and policies (e.g., career development programs, employee socialization)</li> <li>• Design own organizational plan of health and well-being activities for a safe and healthy working environment and health promotion in the workplace</li> <li>• Conducts workplace safety- and health-related investigations (e.g., investigates workplace injuries).</li> <li>• Maintain and ensure accurate reporting of internationally accepted workplace health and safety standards.</li> <li>• Analyse conflict management practices and strategies to manage challenges of age – diverse workforce (health, safety and wellbeing specific) to job performance</li> <li>• Analyse different types of conflicts</li> <li>• Understand personal conflict management styles</li> <li>• Develop, implement and oversee a comprehensive enterprise risk age management strategy.</li> <li>• Develop problem – solving attitude and crisis management related to age diverse challenges</li> </ul>

Learning outcomes	EQF Level	Elements (knowledge, skills & competence)
<p><b>5. MOTIVATE AND DISCERN CONCERNS OF WORKERS IN A DIVERSE-WORKING ENVIRONMENT</b></p>	<p>5/6</p>	<ul style="list-style-type: none"> <li>• Recognize what drives employees (management’s interest in employee well-being, a clear vision from senior management, challenging work, decision-making authority and input, career advancement opportunities, a collaborative work environment, resources to get the job done, ...)</li> <li>• Measure job satisfaction and employee motivation per age</li> <li>• Monitor the employees' progress toward goals and provide motivating feedback</li> <li>• Organise or conduct inclusive and efficient meetings with employees</li> <li>• Adjust working time at the end of their careers and preparing transition from work to retirement by thinking up specific working time (deliberate part time job for instance) or by directing the usual time devoted to the company to other forms of commitment (for instance sponsorship or skills volunteering)</li> <li>• Evaluate own degree of motivation as an important starting point for inspiring others</li> <li>• Inspire others in a way that results in acceptance, agreement, or behaviour change towards age – diversity</li> <li>• Celebrate the employees' success in ways that inspire still greater achievement</li> </ul>

To this basis of elements of HR4AD learning outcomes, partners will develop the learning units for the developed VET program for age-diverse HR management with the European Qualification Framework to facilitate mutual recognition and transfer of learning outcomes across EU.

## 5. CONCLUSION

How to perform global leadership efficiently in the increasingly tough global market is vital to international business and workforce management. HR managers/personnel must look at the world change as a challenge and an opportunity for organizational growth and individual development.

Training with guidance delivery process age management is usually in the hands of the management of the organisation. There are indications of a correlation between the required involvement of management and older employee. The more directive (more obligatory) is the training process by HR personnel to manage age-diverse workforce effectively, the higher work place involvement of older employee can be expected. Management engagement is very important, especially when it needs to: (a) be informed and advised about the age management strategy in the company; (b) be trained and the instruments need to be used; (c) change its own perception of older employees in the company.

Training for HR managers also supports companies in fully harnessing the potential of their human resources, not only via the assessment of skills and knowledge, but also by enabling better allocation of available resources and the transmission of knowledge between generations of workers.

**Therefore, it is important for HR managers to have the knowledge, skills and competencies, that enable them to implement more efficient age workforce management in their working environment.**

**This synthesis report reviews current and future training requirements in terms of age-diverse workforce management for HR and people managers. All responses were collected in Greece, France, Slovenia, Bulgaria and Portugal, in partnerships countries of HR4AD project.** The definition of 'older employee' is very diverse in the different countries and can be 45+, 55+ and in some cases even 65+.

Derived from data of the field research most of respondents work in micro-sized enterprises and in medium-sized enterprises. Most of the respondents in partners counties interact with age-diverse working groups quite often, while a significant number of respondents work with them all the time. Also, are many of the respondents quite familiar with the challenges of age-diverse working groups, and a significant number of respondents somewhat familiar.

### Knowledge, skills and competences required by HR personnel to manage age-diverse workforce effectively

Consistent with Eurofound's data on training needs assessment, a recent study of the European Commission on SMEs and the labour market confirms that the provision of training differs in amount and type, across the size class of organisations (EIM Business and Policy Research, 2011). The most common training methods within SMEs are on-the-job training and self-directed learning. More than half of all European SMEs mention that these activities have been available for at least some of their employees in the previous year. Less common are enterprise-provided training courses which have been used in about half of all European SMEs. Mentoring programmes, job rotation, learning cycles, study visits and exchanges or secondments are not common practice among SMEs<sup>3</sup>

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<sup>3</sup> Cedefop (2015). Increasing the value of age: guidance in employers' age management strategies. Luxembourg: Publications Office of the European Union. Cedefop research paper; No 44, page 35.

### *Top needed theoretical or functional Knowledge*

To be the most important, 37,1 % of respondents singled out “Communication principles for all-age groups in order to communicate with group targets effectively”, 22,7 % “Team building theory”, 22 % “Conflict management practices and strategy”, 14,7 % “Cross-generational learning approaches” and 3,5 % “Theoretical frameworks and current research on age diversity”.

### *Top needed Skills*

The respondents singled out that the most beneficial for HR/personnel managers were:

- Communicating effectively with all age-groups to create rapport and trust (30 % of the respondents)
- Encouraging collaboration among age-diverse employees and departments to achieve results collectively (23,7 % of the respondents)
- Providing feedback / coaching taking into account staff’s age group (20 % of the respondents)
- Listening to and taking into account of different age groups concerns (12,3 % of the respondents)
- Recognising and rewarding people according to their contribution and performance (9,3 % of the respondents)
- Organising or conducting age-inclusive meetings with employees (4,7 % of the respondents)

### *Top needed Competencies*

The respondents singled out that the most beneficial for HR/personnel managers to be:

- Inspiring others in a way that results in acceptance, agreement, or behaviour change towards age-diversity (29,6 % of the respondents)
- Problem-solving attitude and crisis management related to age-diverse challenges (28,8 % of the respondents)
- Creating opportunities for cross-generational learning (28,1 % of the respondents)
- Organise financial resources required to promote age diversity (13,5 % of the respondents)

## VET suggestions to provide HR personnel with the knowledge, skills and competencies to manage age – diverse workforce

VET suggestions, as a resource for business owners, HR managers/personnel, will support them in recognising and encouraging active – ageing cultural diversity in their workplaces.

In terms of VET suggestions, respondents prioritised the for mentioned capacities in the following order:

- Understanding of age dynamics in the workplace: most responses for priority 1 - highest priority (30,22 %)
- Fostering multi-generational teamwork: most responses for priority 1 - highest priority (29,73 %)
- Dealing with age-related stereotypes: most responses for priority 3 - medium priority (32,44 %)
- Promoting intergenerational learning: most responses for priority 2 - high priority (28,36 %)
- Motivating and discerning concerns of workers in a diverse working environment: most responses for priority 2 - high priority (30,6 %)
- Crisis management and risk management related to the challenges of the age-diverse workforce: most responses for priority 2 - high priority (27,57 %)

### Learning outcomes

Through overall ranking in field research the HR4AD learning outcomes with the Knowledge, skills & competence required by HR managers on EQF level were identified and specified by the elements of knowledge, skills & competence.

#### From top to lowest priority the identified learning outcomes HR4AD are:

- Understand age dynamics in the workplace
- Foster multi-generational teamwork
- Promote inter-generational learning
- Recognize crisis management and implement risk management related to the challenges of the age-diverse workforce
- Motivate and discern concerns of workers in a diverse-working environment

Those learning outcomes will provide HR personnel the knowledge, skills and competencies to manage age – diverse workforce and to integrate cultural diversity into strategies planning, organisational development and in other HRM practices.

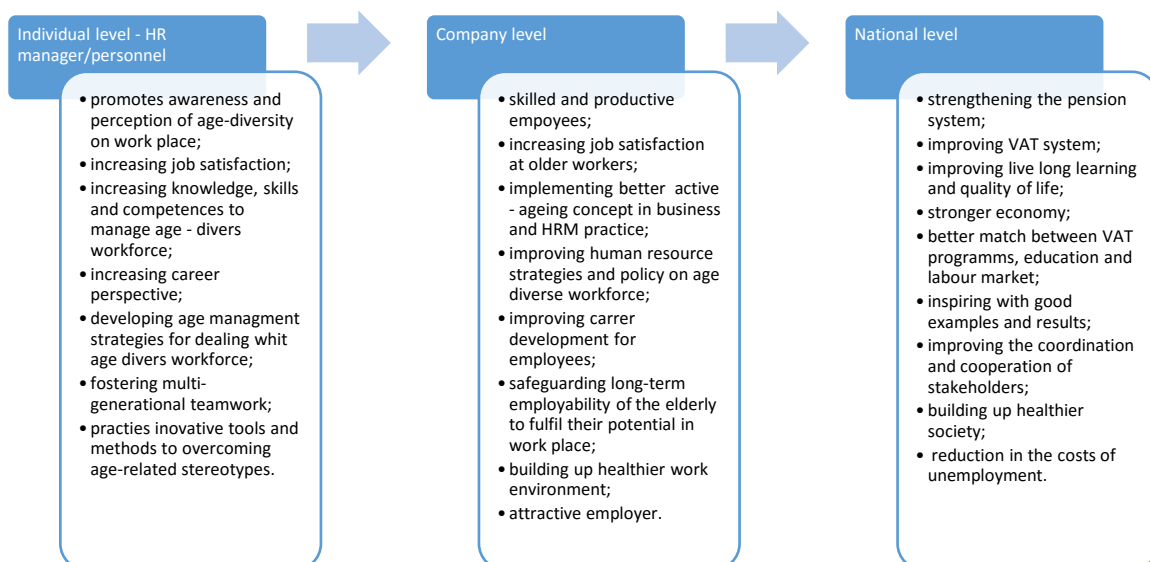
### Age-diverse people management training provider for HR and personnel managers

Through research VET and CVET providers were identified that should be lead training providers to HR and personnel managers. Some respondents supported individual trainers and consultants (17,3 %) with on-the-job training, other believe that human resources agencies for age-diversity in the HR management sector should be the one (16,44 %).

#### Based on the field and desk research as presented in this document, the following can be concluded:

- active age management policies are still not fully embedded in organisation human resources policies, although positive examples are manifold;
- age is an important factor in describing working conditions, with significant differences emerging between younger and older workers for most job characteristics;
- VET for HR managers is less practised in SMEs compared to larger companies. SMEs also offer limited training instruments, mainly focused on on-the-job training and self-directed learning;
- most training is targeted at key talents groups such as management staff and young recruited, while most other employees, such as older workers, are expected to take responsibility for their own career development.

#### Overview of the effects of the HR4AD learning outcomes:





## APPENDICES

### A - FIELD RESEARCH INSTRUMENT

#### Survey on Skills and Training Needs

##### Introduction

Thank you for taking the time to complete this survey. The HR4AD project focuses on human resources management in relation to age diversity in the workplace. This survey is easy to answer, taking no more than 10' to complete.

##### *Section A: Respondent profile*

##### **A1. What is the type of your organisation (if applicable)?**

- Company
- Vocational education and training provider
- HR consultancy/ Recruiting company
- Association of HR professionals
- Other

##### **A2. If working in a company, what is the size of your organisation?**

- Large enterprise (250+ employees)
- Medium-sized enterprise (50-249 employees)
- Small-sized enterprise (11-49 employees)
- Micro-sized enterprise (<10 employees)

##### **A3. How often do you manage age-diverse working groups?**

- Not at all
- Not often
- Quite often
- Very often
- All the time

##### **A4. How familiar are you with the challenges of an age diverse workforce?**

- Not very familiar
- Somewhat familiar
- Quite familiar
- Very familiar

**Section B: Knowledge, Skills and Competences**

**B1.1 How much would people managing staff benefit from training resources on the following?**

	Not at all	A little	Moderately so	A lot	N/A
Theoretical background and research findings on age diversity challenges					
Communication principles for age-diverse groups					
Team building theory					
Age-diverse related conflict management approaches					
Cross-generational learning approaches					

**B1.2 Which of the previously mentioned capacities would you single out as having the most beneficial impact on people managers to support age diversity in the workplace?**

Theoretical frameworks and current research on age diversity

Communication principles for all-age groups in order to communicate with group targets effectively

Team building theory

Conflict management practices and strategy

Cross-generational learning approaches






**B2.1 To what degree would people managing staff in your country benefit from training resources on the following?**

	Not at all	A little	Moderately so	A lot	N/A
Encouraging collaboration among age-diverse employees					
Organise or conduct age-inclusive meetings with employees					
Communicate effectively with all age-groups					
Listen to and take into account of different age groups concerns					
Providing feedback / coaching taking into account staff's age group					
Recognise and reward people according to their contribution and performance					

**B2.2 Which of the above mentioned capacities would you single out as having the most beneficial impact on people managers to support age diversity in the workplace?**

Encouraging collaboration among age-diverse employees and departments to achieve results collectively	Organise or conduct inclusive and efficient meetings with employees	Communicate effectively with all age-groups to create rapport and trust	Listen to and take into account of different age groups concerns	Providing feedback/ coaching taking into account staff's age group	Recognise and reward people according to their contribution and performance
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**B3.1 To what degree would people managing staff in your country benefit from training resources on the following competences?**

	Not at all	A little	Moderately so	A lot	N/A
Organise financial resources required to promote age diversity					
Creating opportunities for cross-generational learning					
Problem-solving attitude and crisis management related to age diverse challenges					
Inspiring others in a way that results in acceptance, agreement, or behavior change towards age-diversity					

**B3.2 Which of the following would you single out as having the most beneficial impact on people managers to support age diversity in the workplace?**

Organise financial resources required to promote age diversity	Creating opportunities for cross-generational learning	Problem-solving attitude and crisis management related to age diverse challenges	Inspiring others in a way that results in acceptance, agreement, or behavior change towards age-diversity
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*Section C: Vocational Education & Training Suggestions*

**C1. Given the opportunity to structure a management course on age-diversity, how would you prioritise the following capacities for people managers? Please rate the following in order of importance from 1 to 5, where 1 is highest and 5 lowest priority.**

	1	2	3	4	5
Understanding of age dynamics in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
Fostering multi-generational teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
Deal with age-related stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
Promote inter-generational learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
Motivate and discern concerns of workers in a diverse working environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5
Crisis management and risk management related to the challenges of the age-diverse workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C2. Who should have the biggest role in providing age-diverse people management training to current and future HR and people managers? (Please select one or more answers)**

- Academic institutions
- VET and CVET providers
- Corporate organisations
- Social affairs and inclusion organisations
- Employment agencies
- Individual trainers and consultants
- Human resources agencies
- Other



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*Section 4: Follow-up (Optional)*

If you would be willing to further explain and discuss your views and ideas regarding age-diverse HR management at some time in the future, please complete the following details.

Name, Surname:

.....

Contact number:

.....

Hours you would be available to be contacted by phone:

.....

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## B - COUNTRY RESPONSES OF SURVEY ON SKILLS AND TRAINING NEEDS

Country responses are in separate Excel files and are additional attached to the report.

## C - COUNTRY COLLECTION AND BEST PRACTICES WITH DESK RESEARCH/LITERATURE REVIEW

HR4AD project partners through desk research gathered existing organizational resources and already collected data and collected online sector-related published data. Data were gathered from secondary relevant sources of information, like existing training programs for HR managers, similar national and European projects and surveys conducted on behalf of business and social organisations. Evidence on modern skill needs and management/training requirements in the HR management field, specifically focused on managers dealing with age-diverse workforce, are further gathered as cases of reference and will be utilised to:

- identify skill needs and
- formulate the HR4AD curriculum learning outcomes, as statements of what a learner knows, understands and can do upon completion of the learning process.

### Skill needs and training requirements collection

Desk research was conducted to collect additional information and evidence to enhance the quantity and quality of information gathered through field research.

*Internal desk research* concerns the utilisation of the information generated internally in the sense that it involves internal and existing organisational resources and already collected.

*External desk research* involves both online desk research and sector-related published data. Since the information of data available online on the internet is extensive, it is important that the information collected is narrowed as possible to HR manager skills requirements in association with age-diverse personnel.

There were could be two approaches for searching the relevant information on the internet:

- 1) the first is directly browsing the specific information from industrial, scientific or business sites (e.g. journals, books, sector magazines) and extracting the information
- 2) the second is to use various search engines (e.g. Google, Yahoo) for modulated searching. The important aspect here is to refine the searching techniques in a way that results are useful and relevant.

The purpose of this method is to collect information to explore the context of ageing personnel in the consortium countries, in relation to skills and training requirements for HR managers dealing with age-diverse workforce.

The aspects to be researched are listed below:

Skill needs	Existing management/ training practice
Understanding age-dynamics at the workplace	Provide a good practice example of HR management/ training that promotes awareness and perception of age-diversity, in your country.
Fostering multi-generational teamwork	Provide a good practice example of HR management/ training that fosters multi-generational teamwork, in your country.
Dealing with age-related stereotypes	Provide a good practice example of HR management/ training that aims to overcome age-related stereotypes, in your country.
Promoting inter-generational learning	Provide a good practice example of HR management/ training that promotes inter-generational learning, in your country.
Motivating and discerning concerns of workers in age-diverse working environment	Provide a good practice example of HR management/ training that motivates or discerns concerns related to an age-diverse workplace, in your country.
Crisis management and risk management related to the challenges of the age-diverse workforce	Provide a good practice example of HR management/ training that focuses on crisis or risk management related to challenges of age diversity in the workplace, in your country.

## DESK RESEARCH/LITERATURE REVIEW

### GREECE

#### Age-diverse management in Greece

In Greece, the management of diversity in the workplace is a brand new trend, even if it has evolved as a tendency for more than two decades in the rest of Europe. This is related to a) the type of Greek businesses, which are either small or medium-sized companies and diversity management is usually implemented from larger companies and b) the recent adaptation of the Greek economy to the increased migration and therefore the need for inclusion. It is, however, typical for business to delegate non-demanding tasks to older employees considering that they might not be able to handle more demanding issues, disregarding their experience. In other cases, younger age employees become objects of discrimination due to their lack of experience, disregarded for their ability to invoke talent and innovation. The need for age-diverse workforce management has become extremely relevant in Greece, considering that the country is considered among the least active countries for the promotion of age diversity in the workplace, according to a recent Randstad research.

#### Good Practice examples of age-diverse management in Europe

##### Austria

Example no 1: The Viennese Hospital Association, based on a research study on the development of competencies over the life-course of a nurse and on developmental paths, successive competence levels were developed and a specialised career model was offered.

Example no 2: The management board in Verbund Konzern, a leading Austrian producer and distributor of electricity, began to develop a number of initiatives, including education programmes, the promotion of age-positive attitudes, inter-generational knowledge transfer programmes and quality management processes. One programme focused on the transfer of practical field experience and implicit knowledge from experienced employees to experienced trainers, all participants ageing over 45.

Example no 3: Voestalpine, a global steel company, has initiated a 'LIFE' programme (Light-hearted, Innovative, Fit, Efficient) with a number of aims: the retention of older employees; the sustainable integration of new employees; knowledge transfer between the generations; and the ergonomic redesign of tasks that carry the risk of injury. The 'LIFE toolbox' includes the following measures: a participatory working time reform process, age-neutral training provisions and the age-specific ergonomic assessment of workplaces.

##### Finland

Example 1: Aware of the number of its employees who are ageing (those aged 44 years and over) and older (those aged 55 and over), STT (a Finnish News Agency) has implemented a range of measures – as part of the company's normal routine – to promote the working capacity of the entire staff. The measures include: training for supervisors to improve their leadership skills; discussions between superiors and subordinates to improve communication about work processes; physical training and fitness tests; ergonomic analyses; part-time pensions; and flexible working hours.

Example 2: To maintain the working capacity of employees in its food processing plant, Ruoka-Saarioinen Oy. has developed a range of initiatives to extend the working life of older employees (those aged 55 years and over). These initiatives are carried out as part of the company's normal routine: regular surveys on the work atmosphere are carried out, personal health examinations are performed, and physical exercise and a healthier lifestyle are facilitated. Occupational health professionals, in cooperation with employees and health and safety representatives, carry out work analyses, recommend ergonomic improvements and implement changes in work content.



## **Germany**

Example no 1: The Karl-Heinz Efke GmbH specialises in the installation of plumbing, sanitary and heating systems. It has pursued an age and competence-oriented approach to career development, aimed at keeping workers employed in the company for as long as possible.

Example no 2: The KSB Corporation, a pump and valve manufacturing company, has implemented a 'programme for older employees'. The programme offers its older employees age- and situation-related measures that act as incentives to defer retirement and remain in the company. Included in the programme are: discussions with each employee, with integrated appraisals and advice on in-house vocational prospects; the provision of specialised further training; release from night shifts; flexible working time arrangements; mentoring systems that facilitate knowledge transfer and relieve the workload of older employees; health checks; and wage safeguards in case of in-house relocations to new tasks.

## **Italy**

Italy API Raffineria refines raw materials to produce petroleum products. API's training and development initiative focuses on continual worker training without discrimination towards older employees. Continuous training regarding technical/professional training, safety and environmental issues is given once every three months to the entire workforce. Managerial training is given partly in response to individual requirements (improving work skills deemed weak or lacking by the immediate supervisor, for example) and partly in a more structured manner.

## **Netherlands**

Example 1: In Achmea, a large financial services company, training and development schemes are related to the life course. Career advice is provided to an employee every five years after they have reached 45 years of age. A further scheme assists older workers with study: employees of 40 and over are assigned a maximum of 10 days paid annual study leave, depending on the particular requirements of the course being undertaken. Training maintains the employability of workers, and may also lead to upward or horizontal career moves.

Example 2: This Dutch subsidiary of the international chemical and materials company (DSM) has implemented a comprehensive approach to age management, focusing on preventive and remedial measures and cultural and attitudinal change. Workers are trained to give specific attention to their career and to the choices they can make; HRM courses are given to line managers; working conditions include choices in terms of working hours, annual leave, job adjustment and redeployment; managers and workers are informed that a positive attitude towards older workers in their own department is expected of them.

Example 3: Gering Hout en Beton is a small to medium-sized enterprise in the construction sector that has implemented age-aware HR policies. As part of this, differing worker capacities are taken into account in the day-to-day planning of tasks. Older, more experienced workers are given the more complex tasks, while younger, less experienced workers are assigned the more physically demanding tasks.

## **Sweden**

In 2002, the nuclear power company OKG began an organised, long-term programme for transferring competencies between older and younger employees. It employed two approaches: parallel duty and role takeover. Parallel duty means that doyen and disciple work side by side: important knowledge and skills are thereby transferred. Role takeover means that, under supervision, the disciple steps into the role of the doyen.

## **Slovakia**

Novitech, an IT company, was awarded the 'Via Bona Slovakia' award in 2004 for IT courses for senior citizens on its premises. Older people, who did not have the opportunity to develop IT skills during their regular education, can now gain those skills and improve their employment prospects.

## Age-diverse management Good Practice Training from Europe (incl. Greece)

Field	Field Entry
Course title	Age Management in Work Organizations course
Qualification/ accreditation	Course attendance certificate
Institution/ Provider	NIVA Education
Country	Finland
Mode of study	Academic course
Number of training hours	8-10
Main focus	Age management in the workplace
Scope of course	Age - friendly organizational practices - theoretical concepts and empirical evidence with practical examples, supporting individual worker's work ability and career management preparedness, theoretical concepts and empirical evidence with practical examples.
Target audience	HR-professionals, managers, occupational health professionals, occupational safety officers, work ability coordinators, researchers interested in interacting with enterprise level actors.
Content	This course will focus on age management practices in work organizations comprising not only organizational level activities, such as top management, HR policy and line-management practices, but also individual level activities, such as peer-support groups, self-help tools and work ability coaching. The purpose of the course is to provide participants clear insights of current empirical evidence of effectiveness of organizational and individual level activities in supporting longer and better working careers. Participants will gain understanding of theoretical background concepts and their practical application in form of concrete tools for work organizations as part of age management practices.
Source	<a href="https://www.academiccourses.com/Age-Management-in-Work-Organizations-Course/Finland/NIVA-Education/">https://www.academiccourses.com/Age-Management-in-Work-Organizations-Course/Finland/NIVA-Education/</a>

Field	Field Entry
Course title	MG 4017 Managing Workforce Diversity
Qualification/ accreditation	UK Level 6 course
Institution/ Provider	PIERCE - The American College of Greece
Country	Greece
Mode of study	Classes consist of lectures, case studies, experiential exercises, and in-class discussion of related material. In-class discussion is emphasized. Use of the Blackboard learning platform: in order to enhance the teaching and learning process, instructors may use the site to post their announcements, upload related course material, lecture notes, assignment instructions and additional resources.
Number of training hours	9
Main focus	Diversity management in the workplace

Scope of course	Workforce diversity is prevalent in today's workplace, and it will continue to grow in importance - legally and ethically - as diversity becomes the norm rather than the exception in organizations worldwide. The issues discussed in this course will be encountered by students in their future roles as employees and as managers in business, government, non-governmental or not-for-profit organizations. Since diversity is in the best interest of an organization, this course will help students to recognize and understand its importance and to acquire skills in its effective management.
Target audience	Academic students
Content	Analyze individual perspectives of diversity (analysis) 2. Analyze primary and secondary dimensions of diversity (analysis) 3. Support the business case for workforce diversity and inclusion (evaluation) 4. Assess contemporary organizational strategies for managing workforce diversity (evaluation)
Source	<a href="http://www.acg.edu/dereecg/files/pdfs/MG4017.pdf">http://www.acg.edu/dereecg/files/pdfs/MG4017.pdf</a>

Field	Field Entry
Course title	Age management
Qualification/ accreditation	Accreditation by the Ministry of Interior
Institution/ Provider	Ministry of Interior of the Czech Republic
Country	Czech Republic
Mode of study	Management
Number of training hours	12 hours (2 instructional days)
Main focus	Age management
Scope of course	Development of age management skills for local government employees
Target audience	HR managers
Content	Possibilities for the application of age management in the state administration and local government Age management Concept of work ability Implementation plan of age management in your own organization Linkup with the strategic documents
Source	<a href="http://www.agemanagement.cz/en/akreditovane-vzdelavaci-aktivity/">http://www.agemanagement.cz/en/akreditovane-vzdelavaci-aktivity/</a>

Field	Field Entry
Course title	Age Diverse Management Course: Free Accredited Training for Managers
Qualification/ accreditation	Course attendance certificate
Institution/ Provider	Age Inclusive Ltd in partnership with SFEDI and Ingeus.
Country	United Kingdom
Mode of study	One day workshop in Sunderland, Newcastle or Durham, followed by a workbook.
Number of training hours	8-10

Main focus	Age diverse management
Scope of course	The course is designed to help managers better understand their role in leading their staff through these changing times and to consider the best ways to ensure great working relationships between all their employees, whatever their age.
Target audience	Private sector companies such as manufacturing, engineering, distribution, retail, health and social care, sole traders, including business consultants and advisors, charities and voluntary sector organisations, independent schools and academies.
Content	Practical insights related to the issues and opportunities associated with managing an age diverse workforce, the skills to assess age diversity issues in your business, a tailored action plan for managing age diversity in your business, access to expert advice and tools.
Source	<a href="http://www.ageinclusive.com/what-we-do/workshops-and-training/management-course.html">http://www.ageinclusive.com/what-we-do/workshops-and-training/management-course.html</a>

Field	Field Entry
Course title	Managing Diversity Training
Qualification/ accreditation	No
Institution/ Provider	Silicon Beach Training
Country	United Kingdom
Mode of study	Intensive training seminar
Number of training hours	6-8
Main focus	Managing diversity
Scope of course	Achieve a clear understanding of diversity and the different forms it can take. Understand the differences between diversity and equal opportunities. Recognise the benefits that diversity can bring to your organisation. Build a business case for introducing a culture positively embracing diversity into your organisation. Understand the key employment legislation and the impact on your business.
Target audience	This Managing Diversity course is designed for those responsible for ensuring that diversity in the workplace is recognized and positively acted upon.
Content	Defining diversity in the Workplace, Understanding the concept of diversity, exploring the difference between diversity & equal opportunities, identifying the impact of diversity on your business, best practice for a diverse working environment Identifying how diversity benefits the organisation, both directly and indirectly, the effect of diversity on organisational behavior, understand the impact of demographic and market changes Managing Diversity at Work legislation and developments, preparing for the introduction of the 'Age discrimination', identify diversity issues in your organisation that need to be addressed Action Planning Implementing diversity in your workplace, planning your key next steps.
Source	<a href="https://www.siliconbeachtraining.co.uk/human-resources-training-coaching/diversity">https://www.siliconbeachtraining.co.uk/human-resources-training-coaching/diversity</a>

Field	Field Entry
Course title	Managing an Ageing Workforce
Qualification/ accreditation	Certificate of attendance
Institution/ Provider	Acas Manchester
Country	United Kingdom
Mode of study	1 day training event
Number of training hours	6-8
Main focus	Age diversity management
Scope of course	This event provides delegates with the knowledge and confidence to manage an effective multi-generational workforce. It will also provide a valuable overview of current legislation and employer responsibilities.
Target audience	Managers, supervisors, team leaders, HR professionals, business owners, Trade Union representatives, employee representatives and individuals who wish enhance their CPD.
Content	The benefits of a multi-generational workforce, effective ways of working together, how to recruit and retain older workers, managing performance and workplace discussions, succession planning, employment law and discrimination, health and wellbeing, retirement without a default retirement age.
Source	<a href="https://obs.acas.org.uk/ViewEvent.aspx?EventId=195865">https://obs.acas.org.uk/ViewEvent.aspx?EventId=195865</a>

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## DESK RESEARCH/LITERATURE REVIEW

### BULGARIA

#### Introduction

The population of Europe is living longer lives and the representatives of different generations have the unique opportunity to benefit from the longer lifespans they live together. However European countries including Bulgaria are now facing a challenge that will shape the labour market process – the ageing of the population. Population growth is slowing down while population ageing is accelerating. This trend is predicted to continue over the coming decades.

#### The situation in Bulgaria

The situation in Bulgaria corresponds with the data for Europe as a whole. The population in the country is decreasing and ageing and the regional differences in the number and structure of population are getting deeper.

According to the data of the National Statistical Institute for 2015 the capital of the country – Sofia, is the only city in Bulgaria where the population is increasing. However the increase in the number is caused by the movement of people coming from other cities and towns to study or work.

People in active work age are decreasing while the number of retired people is increasing. Moreover young people are the main group of the population who is leaving the country. The forecast of the National Statistical Institute is that in the next few decades the negative demographic processes in the country will continue.

The data for the movement of the population show that there are only few cities in the country that are attractive for people to live. In all the rest regions the number of people who have emigrated is lower than the number of people who have settled down. The biggest part of the population involved in this movement consists of people between 20 and 49 years who leave small towns to go studying or working in bigger cities.

As a whole the process of population ageing continues. In the end of 2015 people over 65 years form 20.4% of the population. In comparison to the data for 2014 the percentage is 0.4 % higher. People in active work age are 60.8% of the population.

#### Age-diverse workforce

Having in mind the situation described the workforce in Bulgaria nowadays consists of representatives from different generations, on different age. Age-diverse organizations create challenges for managers, especially HR managers to learn the specific traits of all ages and find a way to integrate them in effective teams. Managers should find a way to create teams and divide tasks in a way that will allow older employees to best apply their extensive experience and young people to obtain the opportunity to contribute by applying new skillsets and techniques. To achieve this, HR managers should create a flexible environment which suits the different work attitudes, manners and requirements across the different age groups. For older people this may refer to work-life balance, employee wellbeing and so on,



while for younger people this may include opportunities for flexible worktime, free communication flows, task diversity, fast career growth, etc.

The task of HR managers is quite different and they have to be supported. This raises the question of the resources they have access to in order to learn how to achieve better management of their age-diverse workforce. These could be courses, programs, trainings – both online and offline, best practices sharing forums, etc. In order to obtain a better idea of the tools Bulgarian HR managers have access to, different online resources were reviewed. After searching in different websites and platforms, no such courses were found. The websites of leading HR consulting agencies providing trainings for HR professionals were also reviews. The topic of age-diverse workforce was not found in the portfolio of their services.

Being so difficult to find trainings/courses/programs on the topic in Internet raised some doubts whether this was a relevant topic for the HR managers in Bulgaria. Having in mind the answers they gave to the field research conducted in the frame of the project, these doubts were distracted. The answers showed that HR professionals in Bulgaria face the challenges of age-diverse workforce and feel quite uncertain about the right way to deal with these challenges in order to provide their organizations with stable, effective and productive workforce.

Phone calls with HR managers from different organizations were made in order to gather information about the resources they have to learn more about the ways they could manage their age-diverse workforce. Most of them reported that they did not have access to such resources. Those of them working for the Bulgarian branches and offices of international companies said that they relied on the strategies and the practices provided by the headquarters of the company. No one of the asked HR professionals knew about a course/program/training or any reliable materials/resources in the topic available in Bulgarian.

This shows that despite the fact that Bulgarian HR managers are facing problems caused by the age-diverse workforce in their organizations, their access to resources that could support them in finding the solutions is quite limited. Even if such resources exist, it is extremely hard to gain access to them. No one of the respondents was able to point a particular organization/platform/website, providing any trainings/courses/material on the topic.

This shows that the necessity of a tool that could support HR managers in Bulgaria in managing the age-diverse workforce in their companies in an effective way is quite high. The results of the desk research allow us to expect that the products of the current project will be useful and well-accepted by the HR professionals in Bulgaria.

## DESK RESEARCH/LITERATURE REVIEW

### SLOVENIA

#### Introduction

Challenges posed by demographic change have increasingly been a focal point of debates on the future of the EU. Population and labour force ageing in particular, accompanied by a shrinking of the work force, raise concerns about future economic growth. The Europe 2020 strategy for a smart, sustainable and inclusive growth emphasises the need to promote active ageing policies. Relevant priorities are included in the flagship initiative 'An agenda for new skills and jobs', designed to achieve the employment goal defined as three out of four Europeans aged 20–64 working. To meet this goal, a better use of older Europeans' potential is crucial. This group is in good health and can contribute to economic growth with their skills and experience.

#### The situation in Slovenia

In Slovenia like in other countries this process cannot be avoided. With the decrease in the number of births and longer life expectancy the age structure of population is changing: the proportion of children (0-14 years) is decreasing, but proportions of working-age population (15-64 years) and elderly (population aged 65 and over) are increasing.

Slovenia is characterized by having more old than young people since 2003. The proportion of the population aged 65 years or older in 2012 was 16.8%, the proportion of the population under the age of 15 years was 14.3%. The aging index is thus reached a value of 117.6. According to demographic projections, this trend should continue: in 2030, the proportion of people aged 65 or more should be more than 30% and people aged 15 or less 12.9%.

#### Age-diverse workforce

Slovenia has the lowest percentage of work active population in the age group between 55-64 years of age in the EU. According to Eurostat, in 2011 in Slovenia there was only 31.2% of the work active population in the age group from 55 to 64 years old. This is much below the average of the European Union (EU-27 countries), where the proportion of work active older workers in 2011 was 47.4%. that is also far from the objective of the Lisbon Strategy, which was to have by 2010 50% of work active people from the age group (50-64 years old) who can work.

Even though Slovenia is characterised by a comparatively older population (compared to the European average: EU-25), the proportion of older people in the workforce is only around 25%. The age group around 50 years and over seems to have quite limited job opportunities. In Slovenia, this age group is widely deemed unattractive as a source of labour for several reasons: a perceived lack of flexibility and initiative; a poor grasp of foreign languages; a reluctance to take part in training; limited adaptability to new working conditions; a lack of knowledge of new technologies or production processes; and a greater tendency to take sick leave. The employers' perception of older workers in our country is particularly influenced by different stereotypes and myths. Only a few employers know (early) dismissal of an older person as a potential worker represents the premature and permanent loss of human capital since older people can represent a rich source of skills and experience. Of course, there are other reasons besides stereotyping that hinder older workers from staying active, and that poor labour market flexibility is one of the most significant reasons for early retirement since less than 10% of Slovenia's working population is employed part-time.



The challenge is not only to ensure that a greater share of those currently aged 55 to 64 stay in work, but also to enhance the employability of those currently aged in their 40s and 50s when striving to move from the theoretical concept of active ageing to the actual day-to-day practice.

### Training data collection form

Field	Field Entry
Course title	With better organization of work and management to safe and healthy working environment
Qualification/ accreditation	20 points (according to the Rules on continuing professional development and training in the field health and safety at work)
Institution/ Provider	Ministrstvo za delo družino, socialne zadeve in enake možnosti
Country	Slovenia
Mode of study	Interactive workshop
Number of training hours	8 hours
Main focus	Employee diverzification, demographic changes, age management, age stereotypes, new model of age management, intergenerational cooperation
Scope of course	<p><u>The purpose of the seminar is to present:</u></p> <ul style="list-style-type: none"> <li>• <u>human resources management;</u></li> <li>• <u>employer's obligations in providing a safe and healthy working environment and health promotion in the workplace;</u></li> <li>• <u>reducing psychosocial risk factors;</u></li> <li>• <u>age management at the level of organizations dealing with older workers and intergenerational cooperation;</u></li> <li>• <u>the importance of social dialogue in the management of health and safety at work;</u></li> <li>• <u>and promote personal development of participants</u></li> </ul>
Target audience	The seminar is designed particularly for managers and executives, as well as human resource professionals and practitioners in the field of occupational safety and health.
Content	Employee diverzification, demographic changes, age management, age stereotypes, new model of age management, intergenerational cooperation, generations at work, generational gap and stereotypes, new model of intergenerational cooperation
Source	<a href="http://www.osha.mddsz.gov.si/novice/2017-03-15-Kako-z-boljso-organizacija-dela-in-boljsim-vodenjem-do-varnega-in-zdravega-delovnega-okolja">http://www.osha.mddsz.gov.si/novice/2017-03-15-Kako-z-boljso-organizacija-dela-in-boljsim-vodenjem-do-varnega-in-zdravega-delovnega-okolja</a>

<b>Field</b>	<b>Field Entry</b>
<u>Course title</u>	<u>Managing age diverse workforce</u>
<u>Qualification/ accreditation</u>	<u>n/a</u>
<u>Institution/ Provider</u>	<u>Economic Institute Maribor, Human Resource Development Centre</u>
<u>Country</u>	<u>Slovenia</u>
<u>Mode of study</u>	<u>Interactive workshop</u>
<u>Number of training hours</u>	<u>11 training hours</u>
<u>Main focus</u>	Age diversity management
<u>Scope of course</u>	<p>This course aims to:</p> <ul style="list-style-type: none"> <li>• raise awareness on impact of demographical changes on businesses / economy</li> <li>• develop/strengthen competencies needed in management of age diverse workforce</li> <li>• provide opportunity and space for cross-fertilization with exchange of experiences and networking</li> </ul>
<u>Target audience</u>	<u>HR personnel / managers, managers at all levels</u>
<u>Content</u>	<ul style="list-style-type: none"> <li>• <u>Population and workforce ageing</u></li> <li>• <u>Work ability</u></li> <li>• <u>Age profiling</u></li> <li>• <u>Understanding and managing different generations</u></li> <li>• <u>Managing age diverse workforce</u></li> <li>• <u>Communication and motivation</u></li> </ul>
<u>Source</u>	<u>/</u>

<u>Field</u>	<u>Field Entry</u>
<u>Course title</u>	<u>Challenges in the development of career for mature workers</u>
<u>Qualification/ accreditation</u>	<u>n/a</u>
<u>Institution/ Provider</u>	PRIZMA Foundation for Improvement of Employment Possibilities, an institution
<u>Country</u>	<u>Slovenia</u>
<u>Mode of study</u>	<u>Interactive workshop</u>
<u>Number of training hours</u>	<u>66 training hours</u>
<u>Main focus</u>	Development of career for mature workers, age diversity
<u>Scope of course</u>	<p>This course aims to:</p> <ul style="list-style-type: none"> <li>• gain knowledge for the design and implementation of training programs / projects for the elderly on the basis of identified needs (customized for specific target groups and companies)</li> <li>• raise awareness on management process over to maintain employment in the company in accordance with the adopted age management strategy and model</li> <li>• use benefits of workforce diversity, regardless of gender, age and their potentials.</li> </ul>
<u>Target audience</u>	<u>HR personnel / managers, managers at all levels</u>
<u>Content</u>	<ul style="list-style-type: none"> <li>• <u>Population and workforce ageing</u></li> <li>• <u>Work ability</u></li> <li>• <u>Age profiling</u></li> <li>• <u>Understanding and managing different generations</u></li> <li>• <u>Managing age diverse workforce</u></li> <li>• <u>Communication and motivation</u></li> </ul>
<u>Source</u>	<u>/</u>

## DESK RESEARCH/LITERATURE REVIEW

### PORTUGAL

"WE ARE ALL ONE TEAM, WITH OUR DIFFERENCES AND NOT IN SPITE OF THEM."

(THOMAS AND ELY, 1996)

There is a general realization that the strength of age diversity has been modified in recent years. The increase in this age diversity makes it necessary for organizations to address the impact and management of diversity in the work environment.

"The aging of society, coupled with the demand for an increasingly late retirement", according to the article by Inês Freitas and Joana Fernandes, in the Minutes of the 12th Colloquium on Psychology and Education - Vocational Training: A reality for all ages.

In companies age can not be the problem, but rather the solution to "age discrimination" in access to the labor market, remains a reality in Portugal.

According to Cátia Mateus, in an article published in "Expresso Emprego" that "the generations of people born in the 50s and 60s (baby boomers)", have more difficulty adapting to the technology and therefore it is preferable to bet on hiring cannot be a good argument if we think, for example, that hardly a newly licensed or a professional in the early years of professional life will have the experience necessary to lead a negotiation in the context of managing the motivation of a team. "

The same article states that discrimination occurs mainly because there are young people qualified for job search, who accept to perform duties for lower values and older professionals have to take a more flexible position at the level of wage values.

The Portuguese Government wants to raise the retirement age, but companies are resist to hire people over 35 and are now tending to lay off older employees.

In Portugal, the unemployment rate is higher than in Europe, either at the general level or in the group of people over 54 years of age.

The unemployment rate, according to the National Institute of Statistics (INE), "Pordata" in 2016 reached 11.1% of which 28% refer to children under 25; 10% between 25 and 54 years and 11.6% between 55-64 years.

According to Centeno (2000), discrimination against older workers has made them less employable and allows the growth of long-term unemployment.

According to the same author, access to employment by workers is problematic for three essential reasons:

- A) receive a lower number of offers when compared with young people;  
B) when they can get a new job, the wages they get are almost always lower than they had before.

It should be noted that the relationship between productivity and age is also very complex since it contrasts, on the one hand, the experience, competence and specialization of an older worker, on adapting to new technologies, of the people with the most problems.

It can be summarized as saying that the relationship between productivity and age is very complex, since it contrasts, on the one hand, the experience, competence and specialization of an older worker, on the other hand, as already mentioned, vulnerability to illness, Loss of physical capacity and difficulties in adapting to new technologies.

### **Bibliography:**

CENTENO, L.Gomes (2000), Middle-aged workers in the face of restructuring and Human Resource Management Policies, Studies 30, Lisbon, IEFP

CENTENO, L.Gomes (2007), Aging and prospects for combating age barriers in employment, Estudos, 38, Lisbon, IEFP

PESTANA, Nuno Nóbrega. (2003), Older Workers: Public Policies and Business Practices, Workbooks and Labor Relations No. 1, MSST / DGERT, Lisbon.

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ZANELLI, J.; ANDRADE, J.; BASTOS, A. Psychology, Organizations and Work in Brazil. Ed. Artmed. Porto Alegre, 2009.

### **Scientific articles :**

FREITAS, Inês and Fernandes, Joana - Minutes of the 12th Colloquium on Psychology and Education - Vocational Training: A reality for all ages, Faculty of Education and Psychology of the Portuguese Catholic University, Porto

### **Home page:**

<http://repositorio.ucp.pt/bitstream/10400.14/11639/1/Forma%C3%A3o%20profissional.pdf>

[Http://project-r.pt/?page\\_id=10976](http://project-r.pt/?page_id=10976)  
[Http://appsicologia.org/files/actividades/Livro de Resumos VII SCO 2012.pdf](http://appsicologia.org/files/actividades/Livro de Resumos VII SCO 2012.pdf)  
[Http://expressoemprego.pt/noticias/nas-empresas-a-idade-can-can-be-the-problem--but-sim-a-solution/4088](http://expressoemprego.pt/noticias/nas-empresas-a-idade-can-can-be-the-problem--but-sim-a-solution/4088)  
[Https://www.ine.pt/xportal/xmain?xpgid=ine\\_main&xpid=INE&xlang=en](https://www.ine.pt/xportal/xmain?xpgid=ine_main&xpid=INE&xlang=en)  
[Http://www.pordata.pt/Portugal/Taxa+de+employment+total+and+by+group+interest+\(percentage\)-553](http://www.pordata.pt/Portugal/Taxa+de+employment+total+and+by+group+interest+(percentage)-553)

### Social Communication:

[Http://expressoemprego.pt/noticias/nas-empresas-a-idade-can-can-be-the-problem--but-sim-a-solution/4088](http://expressoemprego.pt/noticias/nas-empresas-a-idade-can-can-be-the-problem--but-sim-a-solution/4088)

### Training data collection form

Field	Field Entry
Course title	<b>Conflict Management</b>
Qualification/ Accreditation	Credits
Institution/ Provider	IEFP - Institute of Employment and Vocational Training
Country	Portugal
Mode of study	Classroom training
Number of training hours	For each short term training unit : <ul style="list-style-type: none"> <li>- 25 hours gives 2.25 credits;</li> <li>- 50 hours gives 4.5 credits</li> </ul>
Main focus?	Manage conflicts.
Scope of course	Technical
Target audience	
Content:	<p>“According to Ordinance No. 232/2016 of 29 August, to revitalize adult education and training as the central pillar of the qualifications system, ensuring the continuity of lifelong learning policies and the permanent improvement of the quality of learning processes and outcomes is a national policy priority. In order to relaunch this priority, the Government has developed the Qualification Program, which is an integrated strategy for the training and qualification of adults.</p> <p>One of the distinguishing points of the Qualifica Program is the commitment to training courses that lead to an effective qualification, as opposed to a one-on-one training, with low added value from the point of view of qualification and improvement of the employability of adults.</p> <p>Two novelties that can be highlighted are:</p> <p>Creation of a credit system in line with the modular structure of the existing training offer, which allows the coherent capitalization of training units, greater mobility and flexibility in</p>

	<p>the training paths, preserving the value of the certifications and allowing a better legibility and recognition of the training system. Vocational education and training by the different actors, in particular by employers.</p> <p>Passport Creation It qualifies that it will be a central instrument for enhancing and facilitating individual training courses, which allows not only to register the qualifications obtained (in a curriculum or passbook logic), but also to identify the missing skills to complete a given training course , So as to enable the construction of training paths more suited to the needs of each individual, among the different possible paths.</p> <p>The Qualification Centers will be essential tools in the adult qualification strategy, with the fundamental premise not only of valuing the lifelong learning, but also of the effective possibility of increasing and developing skills through qualifying training.”</p>
Environmental Education	Description of modules
Technical/Digital Education	Téchnical Education
Customer Consultation	<ul style="list-style-type: none"> <li>- Positive and negative effects of conflicts;</li> <li>- Causes of conflicts;</li> <li>- Causes of tensions;</li> <li>- Assertive communication;</li> <li>- Ways of dealing with conflicts;</li> <li>- Skills of analysis and diagnosis of situations;</li> <li>- Components of Emotional Management;</li> <li>- Emotional competence framework;</li> <li>- Characterization, concept and typology of the negotiation;</li> <li>- Agreement and commitment as trading techniques;</li> <li>- Constructive management of disagreements</li> </ul> <p>Description of modules.</p>
Other	
Source	<a href="http://www.catalogo.anqep.gov.pt/UFCD/Detailhe/1369">http://www.catalogo.anqep.gov.pt/UFCD/Detailhe/1369</a>

Field	Field Entry
Course title	<b>Stress Management and Conflict Management</b>
Qualification/ Accreditation	Credits
Institution/ Provider	IEFP - Institute of Employment and Vocational Training
Country	Portugal
Mode of study	Classroom training
Number of training hours	25 hours
Main focus?	
Scope of course	
Target audience	
Content:	<p><b>Stress management</b>            Stress-concept and explanatory model            Causes and primary factors of stress at work            Stress symptoms - relationship between performance and stress            Individual assessment of the degree of stress            Stages of stress            Individual ways of coping with stress            Risk factors            Procrastination            Decision-making            Lifestyle            How to Implement Change            Situation analysis            Time management            Assertiveness            Relaxation and meditation techniques</p> <p><b>Conflict management</b>            Interpersonal relations and conflict            Different types of conflicts            Sources and trails of conflict            Conflict as a process            Personal Conflict Management Styles            Conflict as opportunity            Guide for navigation in conflict situations: strategies and techniques to foster a cooperative attitude in others</p>
Environmental Education	
Technical/Digital Education	
Customer Consultation	
Other	
Source	<a href="http://www.catalogo.anqep.gov.pt/Ufcd/Detailhe/4131">http://www.catalogo.anqep.gov.pt/Ufcd/Detailhe/4131</a>



zzField	Field Entry
Course title	<b>Leadership and People Management</b>
Qualification/ Accreditation	Postgraduate
Institution/ Provider	Higher Institute of Statistics and Information Management
Country	Portugal
Mode of study	The course is based on theoretical classes, practical classes and exercises, including debates supported by case studies and videos
Number of training hours	
Main focus?	
Scope of course	
Target audience	
Content:	<p><b>Goals:</b></p> <p>At the conclusion of the course the student should:</p> <p>Critically discuss the main notions and concepts associated with the themes of Leadership;</p> <p>Demonstrate critical spirit associated with Leadership, in line with the content of the Course;</p> <p>Be able to discuss "how to motivate a team", in line with the content of the course;</p> <p>Acquire sensitivity regarding the impact on People management, attributed to Motivation and the various types of Leadership;</p> <p>Be able to carry out research in the areas of Motivation and Leadership that allow autonomy in the construction of proposals;</p> <p>Understand and capitalize on the management of people, (interpersonal context), the importance of Coaching and Emotional Intelligence;</p> <p>Understand the impact of organizational culture and its relationship / interdependence with HR management</p>
Environmental Education	
Technical/Digital Education	
Customer Consultation	

Other	<p>At the conclusion of the course the student should:</p> <p>Critically discuss the main notions and concepts associated with the themes of Leadership;</p> <p>Demonstrate critical spirit associated with Leadership, in line with the content of the Course;</p> <p>Be able to discuss "how to motivate a team", in line with the content of the course;</p> <p>Acquire sensitivity regarding the impact on People management, attributed to Motivation and the various types of Leadership;</p> <p>Be able to carry out research in the areas of Motivation and Leadership that allow autonomy in the construction of proposals;</p> <p>Understand and capitalize on the management of people, (interpersonal context), the importance of Coaching and Emotional Intelligence;</p> <p>Understand the impact of organizational culture and its relationship / interdependence with Human Resources management</p>
Source	<p><a href="http://www.unl.pt/guia/2012/isegi/UNLGI_getUC?uc=53004">http://www.unl.pt/guia/2012/isegi/UNLGI_getUC?uc=53004</a></p>

## DESK RESEARCH/LITERATURE REVIEW

### FRANCE

#### Introduction

1° Understand age-dynamics at the workplace:

L'APIRAF (Industrial Psychologists Association of Rhône-Alpes-Forez) worked on this topic, and more particularly, on the levers to keep some dynamics in the employment of seniors. Some measures and some actions can have a positive impact on this population.

The assets of seniors are, for instance, specific competences such as the memory related to risks, relationships, the originality of their profile, the legitimacy, the complementarity of cross-functional teams, the loyalty to the company, the transmission of know-how and the corporate culture. Seniors can, sometimes, have the feeling of end of working life which has its origins in three factors : a will to understand exclusion of seniors, a lack of recognition of seniors at work, a questioning on the commitment of seniors at work.

The managers' role is essential to keep seniors more motivated and efficient at work. They must use some levers in order to keep the motivation of the seniors which can be: the goal to achieve is realistic and enhanced, their integration in new projects, the freedom of action and of independence, the feeling of accomplishment, the meaning of their work for themselves and for the others. For this purpose, actions can be executed such as, in the long run, a change on our view of the seniors as a whole and a management of the career paths in the company, accompanying a change in corporate culture through substantive reflection, an implementation of a positive spiral, developing training for managers. In the short term, a number of tools can be used such as the skills assessment, the setting up of a support system for APEL (Accreditation of Prior Experiential Learning) for an internal and external recognition, promote mentoring and patronage, promote internal flexibility.

The available tools to companies include:

Skill assessment. It consists in a skill analysis, an examination of the prospects of evolution that allows a grasp of the career path.

Lifelong learning, which allows for better qualification of employees and which is also a means of valorisation.

The APEL: Accreditation of Prior Experiential Learning which enables the acquisition of a recognized diploma and so a valorisation of the skills acquired

Mentoring and transfer of knowledge and of experience which is a rewarding experience for the employee and for the company.

Actions to diversify the missions that are allocated to seniors, which has the effect of a kind of dynamisation and recognition.

That's why it is important, in the companies, to organize a second part career interview. This assessment enables to keep competences, the dynamic and the motivation of people required to stay longer in the company, to accompany the career paths in the continuity, to give a sign of recognition to seniors. More generally, it questions on some practices and behaviours, on the adaptability development, and it enables a projection in the future and an improvement in our own activity.

## 2° Promote the work of a multigenerational team

### ACT ON HUMAN FACTOR

- Fighting age-related stereotypes and prejudices by deconstructing the arguments that are attached to them and avoiding, as much as possible, constraints related to the age thresholds.

- The age thresholds correspond to statistical thresholds which lead to judge the age, considered separately, as a relevant variable. Yet, in intergenerational management, the age variable is not in itself relevant when it is disconnected from what gives its meaning, that is to say, the position of the individual in relation to their professional career and their aspirations.

- Generations do not constitute homogeneous categories. Within these categories, employees live multiple realities that must be identified and taken into account.

- Enable intergenerational management training programs and deploy them at all levels of the organisation: strategic and operational directions, hierarchical lines, employees, etc.

- Valuing informal initiatives which provided convincing results. If these initiatives are suitable, they can be the subject of a global program that will be used to disseminate and test them throughout the organisation.

### ACT ON THE ORGANISATIONAL FACTOR

- The involvement and support of the management team is essential to deeply transform the behaviour of all the players in the company.

The involvement of the management team must also be translated into the provision of sufficient human, financial and appropriate resources to realize actions in the field.

- The involvement of the direct hierarchical line: The voluntarism of the managers and the HR departments in the initiation of actions in favour of intergenerational management is not in itself sufficient to guarantee the undertaken actions success. The most effective vector for the implementation of agreements and action plans is usually the direct line of the hierarchy.

The setup of a participatory structure for intergenerational exchanges, gives voice to the target audiences and associates them with the decisions taken, enables the development of actions as close as possible to their expectations and needs.

- The action plan may be added to the realities on the ground in order to make the most of the opportunities that may emerge.
- Trade union organizations must be involved throughout the process: during the diagnosis, to identify the priority actions to be put in place, to establish monitoring and evaluation indicators of the actions carried out
- The development of an internal and external communication policy which aims at breaking stereotypes.

(Sources AFMD: « du contrat de génération au management intergénérationnel », 2015 , Soukey Ndoyé)

### 3° Addressing age-related stereotypes

We can cite the example of the EDF company which undertook an action in this sense.

At EDF, the combination of a strong skills renewal (more than 30 000 recruitments between 2010 and 2015) and the tendency to extend the careers leads, for the first time, to this scale, to the coexistence of three generations at work.

Among the approaches and tools put in place by EDF to accompany the evolution of the company, we find an original serious game. This tool helps lifting stereotypes related to the generations and showing the importance of work organisation to develop the cooperation and to take advantage of the competences diversity whatever the ages.

Both playful and pedagogical, this 30 min serious game, developed in the framework of a partnership with a specialized laboratory of the CNAM of the Pays de la Loire, is also very realistic. Shot in subjective video on the basis of a scenario constructed from interviews about lived situations, this game immerses the user into the life of a team working on a new project. The interactive proceedings adapt itself to the successive player choices. Three missions allow to address different topics such as: recruiting and integrating at all ages; develop skills cross-transmission; link work organisation with intergenerational co-operation.

After a test carried out with 150 employees practicing different jobs in the Group, the feedbacks were 90% positive. It was on this basis that the serious game was deployed throughout the Group on 29 April 2014, on the European Day of Intergenerational Solidarity. Accessible to everyone via the EDF Intranet, this game enables different uses that have been the subject of adapted accompaniment to employees, HR and managers in connection with the implementation.

The first use concerns the individual and collective awareness of employees. Played alone or with colleagues, the serious game causes, in particular, an awareness of the stereotypes related to the age and of misunderstandings that can be created at work.

The second use is to equip the HR services and the managers to better understand the question of intergenerational management with their collectives. The game is then used to support meetings of work teams or HR seminars for example.

The third use is about the integration of this tool into a training device for the generation contract.

With 900 users in just over a year, it is possible to say that this tool met its audience. The awareness dimension works well, the game questions the representations and gives a pause for thought about the practices. Of course it is necessary but not enough to make cultures evolve, from generation contract to intergenerational management. To do this, we must go further thanks to more structured devices with complementary contributions. This is particularly the case when a serious game is used by managers or HR to facilitate meetings discussion (working teams, HR seminar, etc.).

The exchanges that follow the gaming experience are rich and allow collective reflection on concrete situations.

#### 4° Promoting intergenerational learning

In march 2013, a new scheme was launched by the Ministry of Labour, Employment, Vocational Training and Social Dialogue: the generation contract. It is a generational pact between a young person looking for a job, a senior and a company.

The objectives of this scheme are recognizing all ages in the company with 3 major objectives:

the sustainable integration of young people into employment,

the recruitment and upholding of older workers,

the transmission of skills and know-how within the company.

Who is concerned by the generation contract?

The employer:

Each employer of private law (companies, industrial and commercial establishments with 300 or more employees) are concerned, and the generation contract is adapted to each company size.

Indeed, all companies do not have the same levers as regards to employment, nor the same negotiating skills; the implementation of the generation contract is therefore differentiated according to the size of the companies.

The companies with less than 300 employees receive a financial support from the State by recruiting a young person under the age of 26 on permanent contract and keeping a senior employee (over 57 years old) or by recruiting a senior over 55 on permanent contract.

The companies with more than 300 employees must negotiate a generation contract or make an action plan.

The employees:

The generation contract support is granted for the recruitment in permanent contract of a young people under 26 (or less than 30 for young disabled people); and for retention of seniors who are at

least 57 (or at least 55 for the disabled seniors) or for the recruitment of a senior who is at least 55 on permanent contract.

On September, 20th of 2015, 51 768 supports were allocated within 2 years and a half;

On September, 11th of 2015, the ministry counted up 31 branch agreements (3,2 million employees covered) and 14 907 business agreements (8,8 million).

Concretely, for companies under 300 employees, it allocates a 4000 € monthly support during 3 years maximum, for the recruitment on permanent contract of a young people under 26 and the retention of a senior over 57. The support is doubled if the company recruits both a young person and a senior.

According to the Labour ministry, this device enables to set up a reflexion in the companies about the ages managing, the projected management of jobs and skills, the working conditions of seniors.

"Beyond the figures," the approach is positive, " says Jean-Paul Charlez, president of the DHR national association which negotiated an agreement at Etam in 2013: " We had to make a diagnosis on the age pyramid. This enabled us to negotiate on a solid basis and to come up with something concrete."

An example of deployment is that of the hypermarket chain CASINO, which has carried out actions for two years concerning the hiring of seniors, the integration of young people and awareness-raising against age-related stereotypes.

Concerning the retention and hiring of seniors, the Group's recruitment policies have been particularly attentive to the diversification of sourcing. In addition to the method of recruitment by simulation (MRS) that was already used, the generation contract allowed to solicit more actively some age groups that the chain was not interested in very often. The reflection undertaken thanks to the generation contract also allowed to improve the reception and the integration of young people in their work world, and to optimize intergenerational "living together" in order to reduce the risk of blocking situations.

The agreement and the setting up of the system opened up the debate at all levels of the company, including in the stores. The exchanges allowed to demistify a large number of images and negative stereotypes about "young people" against "old people" and "old people" against "young people". The group even published a guide on the subject so much these exchanges were rich.

## Conclusion

Finally, actions related to the transmission of knowledge fall short of expectations. Beyond the tutoring and practices that work, it is the whole company that must be brought to a more learning mode of operation. The generation contract naturally contributes to this, but the approach must be more comprehensive.

## The digital reverse mentoring at Danone

In 2011, the agri-food giant “Danone” set up a program of digital reverse mentoring. Originally, a convergence of ideas and visions between a young female collaborator keen on new technologies, convinced that the Web is a previously unseen space of personal and collective sharing and improvement, and a company conscious that a web presence is strategic in terms of information gathering and dissemination – while a good part of the senior staff are not always very comfortable with new technologies. So the company entrusted juniors with the responsibility of introducing senior employees to Web 2.0 practices in order to teach them how to understand and use social media. This approach is based on an intergenerational exchange between young voluntary "mentors" who are less than 30 years and older "mentees" who are not inclined to "digital". During half a day, a training session is offered to the mentee with special emphasis on the understanding and use of social networks. This intergenerational program quickly became successful, as the existence of a network after two years proves it: 85 mentors from about 20 Group subsidiaries and 1,300 mentees trained worldwide (in 17 countries, including 5 members of the Comex. An assessment of the program shows that 95% of the participants recommend it to people around them, while the mentors efficiency is emphasized by the mentees who attribute them 4,5 points out of 5. According to the Group's France Diversity Manager, this success is particularly based on "the simplicity of the concept, on the fact that this program meets the needs and strategic orientations of the Group and on the fact that there is a good combination of rational and emotional benefits for the participants". However, there are limits to this experience, particularly in the internal program monitoring and coordinating. Some obstacles were mentioned, such as the weight of organisational processes, the difficulty to involve the top manager in this project and the lack of a long-term vision on the benefits of the program. Although the management's commitment in this project remains strong in respect of the long-term benefits expected: "There is a real business impact, because it creates better collaboration among the employees, it makes information flow better and produces a better level of connection with our ecosystem," says the diversity manager.

<https://vimeo.com/92035756>

<https://www.youtube.com/watch?v=fyg03jSB6js>

<http://www.talenco.com/blog/actualites/le-reverse-mentoring-reduit-la-fracture-digitale.html>

## 5° Motivating and detecting the concerns of employees in a work environment.

In a changing context (organisational changes, arrival of new technologies, etc.), poorly trained employees are often the least prepared ones to cope with these evolutions. It is then necessary to consider ways of developing and updating the "capital skills" of employees during their career to allow them to approach these changes more calmly. Relying on skills development and on construction of professional projects, the company is anticipating the careers of the employees through measures of job and competency management planning (GPEC).

- Developing the recognition of work and valuing the skills of all employees through the identification of key knowledge and through work situations favourable for the transmission of



knowledge (mentoring, working in pairs, learning organisation, etc.) Other forms of recognition may be considered such as: taking into account the informal activities that employees are required to develop; evolving in grading and pay scale; showing gratitude and interest to the work provided, etc.

- Preventing the processes of exclusion and disengagement from work as from the integration phase of new employees by helping them to build their career in the company. It is also important to anticipate the end of professional careers in order to ensure that work stays as mobilising and attractive as at the beginning of the career. More targeted actions can be considered, such as:

- Introducing career interviews or career appointments at an early stage, or even skills assessments

- Encouraging mobility to other jobs and career changes;

- Anticipating the effects of professional weakening by offering opportunities for retraining to employees in question;

- Adjusting working time at the end of their careers and preparing transition from work to retirement by thinking up specific working time (deliberate part time job for instance) or by directing the usual time devoted to the company to other forms of commitment (for instance sponsorship or skills volunteering).

## 6° Managing crises and risks faced with challenges of varied ages workforce

The DANONE group developed an intergenerational seminar for intergenerational and inter-company training which is willing to give a place to seniors and juniors in the company. Because « as on a piano playing only on the two central octaves – i.e. the generation in control from 30 to 50 years old - companies too often neglect the deep, the oldest, the acute, the youngest octaves » notes Anne Thévenet –Abithol, director of the prospective and new concepts service at DANONE.

This program pursues a dual objective: To make companies aware of the importance of moving from a vertical culture to a more horizontal culture and of putting individuals at the heart of this transformation.

From an organisational point of view, this requires a better identification and valorisation of the assets of each employee as well as a good understanding of each other's functioning. For the participants, this program must enable each one to develop their potential and acquire new skills. Postulating that "the leaders of tomorrow are those who will know how to grow and expand by taking advantage of each of the present generations skills", The will of this program according to its designer is to « contribute to building strong and inspiring individuals who will bring change in the company and will make the management modes evolve: New networks organisations, new teams functioning. »

To meet the objectives, Octave has the particularity of bringing together participants of different generations and ages in a leadership seminar. Eligible for the Individual Right to Training, the seminar designed by Danone brings together, for two days and a half in Evian, 200 people from booming companies such as EADS, L'Oréal, Engie, Orange and La Société Générale.

During the seminar, inspiration times (in plenary session) and breathing times (in intergenerational workshops) give rhythm to the participants' days. Discussions then take place about themes in which consonance and dissonance points between the generations are discussed, precisely in their respective relations to authority, knowledge, time and work.

In itself, it is not a question of categorizing the generations in respect of their specificities, as it is often the case, but rather of teaching them to better exchange and understand each other; to anticipate future developments and to be able to adapt them. The plenary sessions are designed to enable participants from diverse profiles (researchers, consultants, practitioners, etc.) to bring their knowledge on the issues of intergenerational development, the evolution of the world, entrepreneurial practices, teamwork organisation mode, etc. The intergenerational workshops enable to experiment with various subjects such as reverse mentoring, nonviolent communication, collaborative work, taking into account the way of working of each person.

Since 2014, Octave is entering a new testing phase with an online mentoring platform. The idea is to make the collaborators pairs from partner companies benefit from the program over a fixed period. This platform enables senior mentors from the same company or inter-company to accompany young talents in their professional development through the transmission of knowledge and know-how.

<http://www.eveprogramme.com/12919/et-ca-cest-octave/>

*Data collection form for presenting information gathered via desk research on the existing training provision for HR managers on age-diverse workplaces.*

Evidence on modern skill needs and management/training requirements in the HR management field, specifically focused on managers dealing with age-diverse workforce, will be gathered as cases of reference and will be utilized to: a) identify skill needs and b) formulate the HR4AD curriculum learning outcomes, as statements of what a learner knows, understands and is able to do upon completion of the learning process.

Field	Field Entry
Course title	Manage an intergenerational team
Qualification/ accreditation	EQF Level 3 and 2
Institution/ Provider	GRETA
Country	FRANCE
Mode of study	Full time
Number of training hours	Short training unit : 16 hours
<b>Main focus</b>	Identifying and understanding the existing generational diversity in the company Learning to value generational diversity in a team Overcoming stereotypes and prejudices: taking into account "experience" and understanding motivations Learning rules and good practices to better grasp the dimensions of intergenerational management Making intergenerational diversity works for the company

Scope of course	HR Management
Target audience	Anyone who has to manage teams composed of different generational "profiles".
Content	
The different present generational profiles in the company	Knowing and detecting the different profiles! Generations: a matter of culture Analysing and classifying them
Taking into account the experience and understand motivations	Better knowing the individual Asking good questions Establishing relational bases
Managing an intergenerational team	Checking in respective skills Valuing the specific know-how and social skills of each member of the team Identifying the diversity of values and representations Establishing mutual trust
Making generational diversity a strength	Developing our image as a leader and establish our legitimacy regarding seniors Encouraging skills transfer Managing with adapted communication tools Communicating in order to get co-operation from every one and establishing a team cohesion
Source	<a href="https://greta-bassenormandie.ac-caen.fr/content/view/id-456-manager-une-equipe-intergenerationnelle">https://greta-bassenormandie.ac-caen.fr/content/view/id-456-manager-une-equipe-intergenerationnelle</a>

Field	Field Entry
Course title	Keep seniors motivation going on
Qualification/ Accreditation	EQF level 3 and 2
Institution/ Provider	GRETA
Country	FRANCE
Mode of study	Full time
Number of training hours	Short training unit : 14 hours
Main focus?	Understanding the origins and mechanism of stress Acquiring stress management tools
Scope of course	Management RH
Target audience	Anyone who has to manage seniors
Content:	
Introduction	Defining what « senior » means  Relation between seniors and management and hierarchy
seniors daily management	Adapting our position face to seniors Understanding the differences between the generations Establishing a relationship of trust
Involvement and motivation of the seniors	Knowing the means to recognize future prospects: training, internal mobility, professional evolution, skills assessment, and Accreditation of Prior Experiential Learning

	Knowing the need to belong and to be useful: skills acknowledgement, knowledge transmission (missions, juniors mentoring, welcoming new employees)
Source	<a href="https://greta-bassenormandie.ac-caen.fr/content/view/id-455-maintenir-la-motivation-des-seniors">https://greta-bassenormandie.ac-caen.fr/content/view/id-455-maintenir-la-motivation-des-seniors</a>

Field	Field Entry
Course title	Managing intergenerational conflicts
Qualification/ Accreditation	Level 3 et 2EQF
Institution/ Provider	GRETA
Country	FRANCE
Mode of study	Full time
Number of training hours	Short training unit: 18 hours
Main focus?	Knowing a conflict mechanic Anticipating and / or facing difficult situations Acquiring a methodology to manage conflicts Learning from conflict
Scope of course	HR Management
Target audience	Any manager confronted with intergenerational conflict risk
Content:	
Stakes or organisational sociology of the company	Having a knowledge of age mix (three generations within the company), The question of roles, The dilemma of the elderly worker, Conflict as a source of incompetence
Conflict nature	Generation conflict or organizational conflict? The feeling of social insecurity Explicit and implicit hierarchies
The mediations	Knowing how to identify skills Knowing the logics of cooperation Use job description sheets Understanding corporate values and intergenerational management
Source	<a href="https://greta-bassenormandie.ac-caen.fr/content/view/id-453-gerer-les-conflits-intergenerationnels">https://greta-bassenormandie.ac-caen.fr/content/view/id-453-gerer-les-conflits-intergenerationnels</a>

Field	Field entry
Course title	Manage intergenerational teams
Qualification/ Accreditation	EQF Level 3 et 2
Institution/ Provider	PLB CONSULTANT
Country	FRANCE
Mode of study	Full time

Number of training hours	Short training unit: 14 hours
Main focus?	Identifying the needs, motivations and ways of working of co-workers to adapt your management - Implementing and enforcing legal obligations - Adapting the management mode by identifying the generations expectations and their complementarities - Developing integration, cooperation and intergenerational transmission of knowledge and skills
Scope of course	HR Management
Target audience	This intergenerational management training is intended for managers, team leaders and operational or functional executives
Content:	
Introduction to intergenerational management	Getting to know the concept of generation in a professional context. Getting to know economic, sociological and workplace changes. The ages of life, psychosocial approach.
Generations in the company and their specificities	Identifying young people, the « Y » generation: access to employment, precariousness, integration, creating loyalty, societal aspects. The « X » generation: evolutions of work organisation, NICT, globalisation. Getting to know « seniors »: company history, lengthening of careers, commitment, health and working conditions. Links with diversity evolution and gender equality.
The contributions of legislation for intergenerational management	Non-discrimination Prevention of harassment and of obligation of result. The generation contract: the device, the areas of the agreement and / or the action plan. Prevention of harsh working conditions.
Differences: wealth for the team	Generational differences: identifying stereotypes to better overcome them. Individual differences and their impact on interpersonal relationships. Identifying the risks of conflicts and sources of reconciliation within the team. Fostering complementarities <b>Put into practice:</b> <i>Tracking one's team</i>
Valuing individual differences by situational management	The principles of situational management. Getting to know the 4 types of management and the needs they meet. Accompanying difficult situations: suffering at work, change management, crisis situations. <b>Put into practice:</b> <i>Recognize and enrich our favourite mode of management.</i>
Animating and federating an inter-generational team	To recognize situations of exclusion, treat them, avoid them. Treating dysfunctions and interpersonal tensions. Developing appropriate leadership for intergenerational teams. Identifying the levers of commitment. Creating and keeping a cooperation and exchanging climate in the team.

	<p>Encouraging the integration of different generations and cohesion of teams. Anticipating conflicts inherent in each generation. <b>Put into practice:</b> <i>The trainees explore real situations in sub-groups and elaborate answers.</i></p>
Managing the knowledge and skills transfer	<p>Encouraging the integration of a new member in the team. Adapting recruitment, training and mobility practices. Managing the intergenerational transmission of knowledge and skills: challenges, means, obstacles Implementing tutoring, pairs, sharing experiences, communities of practice, etc. Leading mid-career interviews. Using new tools to promote skills acquisition and transfer: forums, networks, ... <b>Exchanges:</b> <i>Self-diagnosis of practices and axis for improvement</i></p>
Source	<p><a href="http://www.plb.fr/formation/formation-management/formation-management-intergenerationnel,20-25521.php">http://www.plb.fr/formation/formation-management/formation-management-intergenerationnel,20-25521.php</a></p>

Field	Field entry
Course title	Manage an intergenerational team
Qualification/ Accreditation	Level 3 and 2EQF
Institution/ Provider	CENTORIDEP
Country	FRANCE
Mode of study	Full time
Number of training hours	Short training unit: 14 hours
Main focus?	<ul style="list-style-type: none"> <li>• Deepening our culture of the intergenerational.</li> <li>• Better knowing our own generation.</li> <li>• Asking about relationships with other generations.</li> <li>• Finding keys to approach cohabitation differently in everyday life.</li> <li>• Integrating the diversity of multi-generational teams into our team facilitation approach.</li> </ul>
Scope of course	HR Management
Target audience	Operational manager dealing with everyday diversity. <ul style="list-style-type: none"> <li>• HR managers or diversity project managers.</li> </ul>
Content:	
Three generations, three concepts of work	Getting to know the profiles: Baby-boomers 1945-1965: the « natural » generation. <ul style="list-style-type: none"> <li>• The X 1966-1977: the « network » generation.</li> <li>• The Y 1978-1994: the « mosaic » generation.</li> </ul>
Mentalities and behaviours are not just a matter of age	<ul style="list-style-type: none"> <li>• Being wary of generational stereotypes.</li> <li>• We are all Y.</li> <li>• A matter of position in life rather than age.</li> </ul>
Making all age groups work	<ul style="list-style-type: none"> <li>• Lifting beliefs and a priori.</li> <li>• Managing differences and complementarities.</li> </ul>

together	<ul style="list-style-type: none"> <li>• Adapting to new ways of being.</li> <li>• Learning to put into perspective our value judgments.</li> <li>• Moving from the notion of work "for" (a hierarchy) to the notion of working "with" (the others).</li> </ul>
Intergenerational management practices	<p>Giving meaning, affirming ethics.</p> <ul style="list-style-type: none"> <li>• Developing leadership qualities: credibility, coherence, consistency.</li> <li>• Establish a free-choice management.</li> <li>• Learning to legitimize the exercise of our authority.</li> <li>• Setting boundaries before straightening out</li> <li>• Answering to the desire for autonomy and for learning.</li> </ul>
The latest developments in situational management	<p>Setting the objectives and game rules.</p> <ul style="list-style-type: none"> <li>• Developing collective performance practices.</li> <li>• Empowering and delegating.</li> </ul>
Source	<a href="http://www.centoridep.com/formation/manager-une-equipe-intergenerationnelle">http://www.centoridep.com/formation/manager-une-equipe-intergenerationnelle</a>

Field	Field entry
Course title	Encouraging intergenerational collaboration
Qualification/ Accreditation	EQF Level 3 et 2
Institution/ Provider	ADEMOS
Country	FRANCE
Mode of study	Full time
Number of training hours	Short training unit: 14 hours
Main focus?	Overstepping popular belief on each generation by: <ul style="list-style-type: none"> <li>- setting up collaborative work between generations</li> <li>- managing conflicts between generations</li> <li>- adapting our management</li> <li>- making diversity between generations a lever of performance for the team</li> </ul>
Scope of course	HR Management
Target audience	Managers, team leaders, multi-generational operational or functional executives
Content:	
The 4 generations present in organisations today	<p>Managing intergenerational teams: a major challenge for organisations today</p> <p>Stereotypes, mutual negative perceptions</p> <p>The different generations: definition and chronology</p>
4 Generation Reference Frameworks	<p>Knowing the values and codes each generation at work</p> <p>Adapting to a different reference framework</p>
The organisation of an intergenerational team	<p>Building a team map</p> <p>Identifying the strengths of each generation</p> <p>Combining differences to achieve goals</p> <p>How to accept a young manager</p>
Integration of new generations by managers	<p>Integrating younger generations into organisations</p> <p>Defining the contributions of each person</p> <p>Setting the game rules</p> <p>Knowing how to be firm</p>



	<p>Accompanying in the development Trusting the new generations</p>
<p>Communication of the manager in an intergenerational situation</p>	<p>Understanding the codes, the expectations of each person Managing conflicts related to generation differences Developing constructive communication Encouraging exchanges and setting up collaborative work between generations Adapting our management style to different generations Accompanying in difficult situations: . Change management . Crisis situations</p>
<p>The learning methods of each generation</p>	<p>(knowledge management) Valuing the experience of each generation Develop networking</p>
<p>Source</p>	<p><a href="https://www.kelformation.com/formation/formation-le+management+intergenerationnel+favoriser+la+collaboration+entre+generations-323404.htm">https://www.kelformation.com/formation/formation-le+management+intergenerationnel+favoriser+la+collaboration+entre+generations-323404.htm</a></p>