SPARKLING GREY

Turning silver into gold through management strategies that effectively address an ageing and multi-generational workforce

IO1 - State of play, scenarios and guidelines towards a common framework for age-friendly and multi-generational management strategies

Conclusions of the literature review and field work - ANNEXES

www.sparkling-grey.eu

Find us on /SparklinGrey

Co-funded by the European Union

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project Nº.: 2016-1-PT01-KA204-022852

Partners

INOVA+	http://inovamais.eu/
bitmedia	http://www.bitmedia.at/en/
E-Seniores	http://www.eseniors.eu/
INNOMOTIVE	http://www.innomotive.hu/
Fondo Formacion Euskadi	http://www.ffeuskadi.net/
CITEVE	http://www.citeve.pt/
FVEM	http://www.fvem.es/es/
FyG Consultores	http://www.fygconsultores.com/

Table of Contents

1 Annexes 1

1.1 Annex 1 - Methodological tools 1

1.2 Annex 2 - Assessment Methods from the Literature Review 10

1.3 Annex 3 - Education and Training Programs from the Literature Review 15

1.4 Annex 4 - Exercises, Tips, Methods or Tools from the Literature Review 22

1 Annexes

1.1 Annex 1 - Methodological tools

Guidelines for the identification of the sources of information

Articles and papers:

Author, A. A., Author, B. B., & Author, C. C. (Year of publication). Title of article. *Title of Periodical, volume number* (issue number), pages.

Book chapters:

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Books:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

Institutional documents and Reports:

Author, A. A. (Year of publication). *Document/ Report title.* Location: Publisher/ Organization.

or

Organization (Year of publication). *Document/ Report title.* Location. (Eventually: Retrieved from http://www……., date).

Table 1. List of selected sources of information

No.	Source (literature, articles and papers, reports, framework documents, practices and other sources	Identification (see instructions below)	General description of the source of information (summary of the book; summary of the article or paper; summary of the report…. – up to 10 lines)	Relevance for the research (Select one of the following options: key-concepts, examples of assessment tools, examples of education or training programs and examples of exercises, tips, methods or tools, other)
1.				
2.				
3.				
4				
5				
6				
7				
8				

Notes:

- One reference per line. Add extra lines to provide your findings, however the table will be provided in excel format
- On the identification column use the guidelines provided below
- On the relevance column, when the relevance is "key-concept", please indicate the concept/concepts

Table 2. Definitions of key concepts

Nº of the source of information	Concept	Definition

Notes:

- Minimum of 4 different concepts shall be presented. One reference per line. Add extra lines to provide your findings, however the table will be provided in excel format
- On the first column use the reference numbers of the general table. If more than one concept exists from the same source of information, use 2 different lines, repeating the source of information
- On the definition provide the exact quote or translate it carefully.

Table 3. Description of the assessment methods

Nº of the source of information	Identification of the tool or method	Description

Notes:

- One reference per line. Add extra lines to provide your findings, however the table will be provided in excel format
- On the first column use the reference numbers of the general table. If more than one tool or method exists from the same source of information, use 2 different lines, repeating the source of information

Table 4. Description of the education and or training programmes

Program 1	
Nº of the source of information	
Program title:	
Program objectives:	
Specific program and modules description (up to 10 lines)	
Methods of training (face to face, distance; eLearning)	
Training duration	
Target audience (employers, employees, HR managers, trainers, counsellors, etc)	
Provider (Name of the organization and website or link to the initiative):	
Other details:	
Program 2	
Nº of the source of information	
Program title:	
Program objectives:	
Specific program and modules description (up to 10 lines)	
Methods of training (face to face, distance; eLearning)	
Training duration	
Target audience (employers, employees, HR managers, trainers, counsellors, etc)	
Provider (Name of the organization and website or link to the initiative):	
Other details:	

Program 3	
Nº of the source of information	
Program title:	
Program objectives:	
Specific program and modules description (up to 10 lines)	
Methods of training (face to face, distance; eLearning)	
Training duration	
Target audience (employers, employees, HR managers, trainers, counsellors, etc)	
Provider (Name of the organization and website or link to the initiative):	
Other details:	

Notes:

- Minimum of 3 different initiatives shall be presented. Add extra lines to provide your findings, however the table will be provided in excel format
- On the first column use the reference numbers of the general table. If more than one tool or method exists from the same source of information, use 2 different lines, repeating the source of information

Table 5. Description of the exercises, tips, methods or tools

Nº of the source of information	Identification of the exercises, tips, methods or tools	Description	If available provide url

Notes:

- Minimum of 3 different initiatives shall be presented. One reference per line. Add extra lines to provide your findings, however the table will be provided in excel format
- On the first column use the reference numbers of the general table. If more than one tool or method exists from the same source of information, use 2 different lines, repeating the source of information

QUESTIONNAIRES FOR EMPLOYERS, MANAGERS AND HR MANAGERS

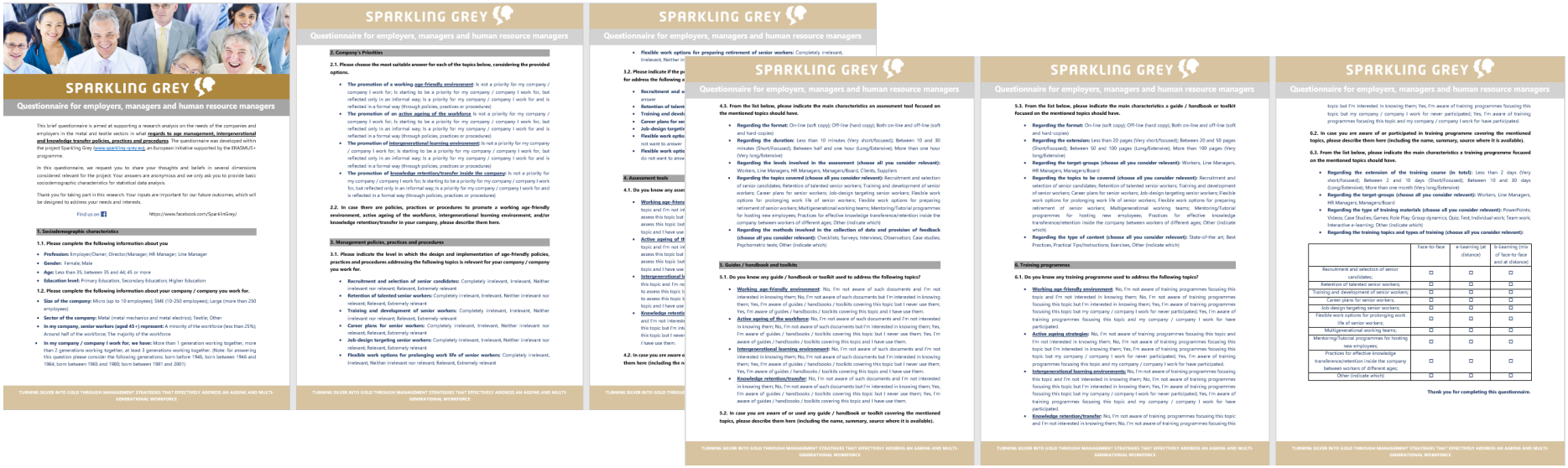
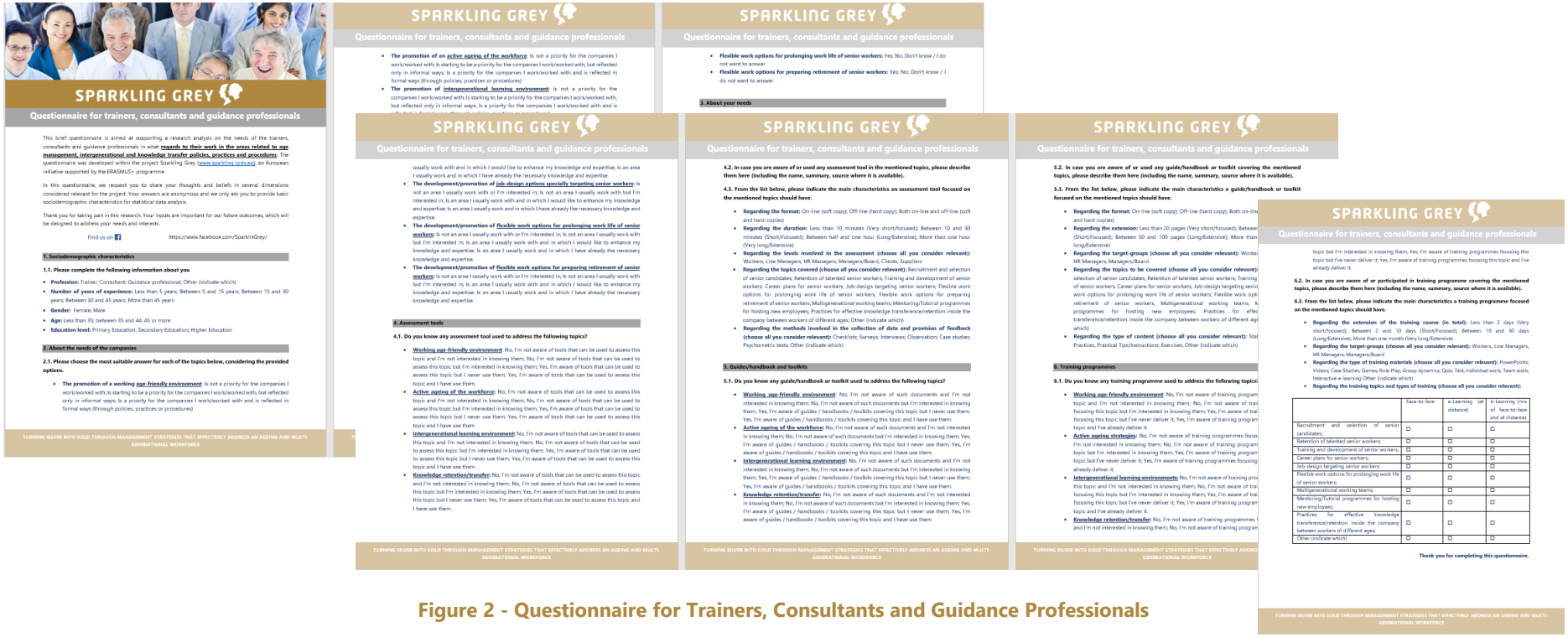


Figure 1 - Questionnaire for Employers, Managers and HR Managers

QUESTIONNAIRES FOR TRAINERS, CONSULTANTS AND GUIDANCE PROFESSIONALS



SPARKLING GREY

Questionnaire for trainers, consultants and guidance professionals

This brief questionnaire is aimed at supporting a research analysis on the needs of the trainers, consultants and guidance professionals in what **regards to their work in the areas related to age management, intergenerational and knowledge transfer policies, practices and procedures**. The questionnaire was developed within the project Sparkling Grey (www.sparkling-grey.eu), an European initiative supported by the ERASMUS+ programme.

In this questionnaire, we request you to share your thoughts and beliefs in several dimensions considered relevant for the project. Your answers are anonymous and we only ask you to provide basic sociodemographic characteristics for statistical data analysis.

Thank you for taking part in this research. Your inputs are important for our future outcomes, which will be designed to address your needs and interests.

Find us on https://www.facebook.com/SparklinGrey/

1. Sociodemographic characteristics

1.1. Please complete the following information about you

- **Profession:** Trainer; Consultant; Guidance professional; Other (indicate which)
- **Number of years of experience:** Less than 5 years; Between 5 and 15 years; Between 15 and 30 years; Between 30 and 45 years; More than 45 years
- **Gender:** Female; Male
- **Age:** Less than 35; between 35 and 44; 45 or more
- **Education level:** Primary Education, Secondary Education; Higher Education

2. About the needs of the companies

2.1. Please choose the most suitable answer for each of the topics below, considering the provided options.

- **The promotion of a working age-friendly environment**: Is not a priority for the companies I work/worked with; Is starting to be a priority for the companies I work/worked with, but reflected only in informal ways; Is a priority for the companies I work/worked with and is reflected in formal ways (through policies, practices or procedures)

TURNING SILVER INTO GOLD THROUGH MANAGEMENT STRATEGIES THAT EFFECTIVELY ADDRESS AN AGEING AND MULTI-GENERATIONAL WORKFORCE

- **The promotion of an active ageing of the workforce**: Is not a priority for the companies I work/worked with; Is starting to be a priority for the companies I work/worked with, but reflected only in informal ways; Is a priority for the companies I work/worked with and is reflected in formal ways (through policies, practices or procedures)
- **The promotion of intergenerational learning environment**: Is not a priority for the companies I work/worked with; Is starting to be a priority for the companies I work/worked with, but reflected only in informal ways; Is a priority for the companies I work/worked with and is

usually work with and in which I would like to enhance my knowledge and expertise; Is an area I usually work and in which I have already the necessary knowledge and expertise.

- **The development/promotion of job-design options specially targeting senior workers**: Is not an area I usually work with or I'm interested in; Is not an area I usually work with but I'm interested in; Is an area I usually work with and in which I would like to enhance my knowledge and expertise; Is an area I usually work and in which I have already the necessary knowledge and expertise.
- **The development/promotion of flexible work options for prolonging work life of senior workers**: Is not an area I usually work with or I'm interested in; Is not an area I usually work with but I'm interested in; Is an area I usually work with and in which I would like to enhance my knowledge and expertise; Is an area I usually work and in which I have already the necessary knowledge and expertise.
- **The development/promotion of flexible work options for preparing retirement of senior workers**: Is not an area I usually work with or I'm interested in; Is not an area I usually work with but I'm interested in; Is an area I usually work with and in which I would like to enhance my knowledge and expertise; Is an area I usually work and in which I have already the necessary knowledge and expertise.

4. Assessment tools

4.1. Do you know any assessment tool used to address the following topics?

- **Working age-friendly environment**: No, I'm not aware of tools that can be used to assess this topic and I'm not interested in knowing them; No, I'm not aware of tools that can be used to assess this topic but I'm interested in knowing them; Yes, I'm aware of tools that can be used to assess this topic but I never use them; Yes, I'm aware of tools that can be used to assess this topic and I have use them.
- **Active ageing of the workforce**: No, I'm not aware of tools that can be used to assess this topic and I'm not interested in knowing them; No, I'm not aware of tools that can be used to assess this topic but I'm interested in knowing them; Yes, I'm aware of tools that can be used to assess this topic but I never use them; Yes, I'm aware of tools that can be used to assess this topic and I have use them
- **Intergenerational learning environment**: No, I'm not aware of tools that can be used to assess this topic and I'm not interested in knowing them; No, I'm not aware of tools that can be used to assess this topic but I'm interested in knowing them; Yes, I'm aware of tools that can be used to assess this topic but I never use them; Yes, I'm aware of tools that can be used to assess this topic and I have use them.
- **Knowledge retention/transfer**: No, I'm not aware of tools that can be used to assess this topic and I'm not interested in knowing them; No, I'm not aware of tools that can be used to assess this topic but I'm interested in knowing them; Yes, I'm aware of tools that can be used to assess this topic but I never use them; Yes, I'm aware of tools that can be used to assess this topic and I have use them.

TURNING SILVER INTO GOLD THROUGH MANAGEMENT STRATEGIES THAT EFFECTIVELY ADDRESS AN AGEING AND MULTI-GENERATIONAL WORKFORCE

- **Flexible work options for prolonging work life of senior workers:** Yes; No; Don't know / I do not want to answer
- **Flexible work options for preparing retirement of senior workers:** Yes; No; Don't know / I do not want to answer

3. About your needs

4.2. In case you are aware of or used any assessment tool in the mentioned topics, please describe them here (including the name, summary, source where it is available).

4.3. From the list below, please indicate the main characteristics an assessment tool focused on the mentioned topics should have.

- **Regarding the format:** On-line (soft copy); Off-line (hard copy); Both on-line and off-line (soft and hard-copies)
- **Regarding the duration:** Less than 10 minutes (Very short/focused); Between 10 and 30 minutes (Short/Focused); Between half and one hour (Long/Extensive); More than one hour (Very long/Extensive)
- **Regarding the levels involved in the assessment (choose all you consider relevant):** Workers, Line Managers, HR Managers; Managers/Board, Clients, Suppliers
- **Regarding the topics covered (choose all you consider relevant):** Recruitment and selection of senior candidates; Retention of talented senior workers; Training and development of senior workers; Career plans for senior workers; Job-design targeting senior workers; Flexible work options for prolonging work life of senior workers; Flexible work options for preparing retirement of senior workers; Multigenerational working teams; Mentoring/Tutorial programmes for hosting new employees; Practices for effective knowledge transference/retention inside the company between workers of different ages; Other (indicate which)
- **Regarding the methods involved in the collection of data and provision of feedback (choose all you consider relevant):** Checklists; Surveys; Interviews; Observations; Case studies; Psychometric tests; Other (indicate which)

5. Guides/handbook and toolkits

5.1. Do you know any guide/handbook or toolkit used to address the following topics?

- **Working age-friendly environment**: No, I'm not aware of such documents and I'm not interested in knowing them; No, I'm not aware of such documents but I'm interested in knowing them; Yes, I'm aware of guides / handbooks / toolkits covering this topic but I never use them; Yes, I'm aware of guides / handbooks / toolkits covering this topic and I have use them.
- **Active ageing of the workforce**: No, I'm not aware of such documents and I'm not interested in knowing them; No, I'm not aware of such documents but I'm interested in knowing them; Yes, I'm aware of guides / handbooks / toolkits covering this topic but I never use them; Yes, I'm aware of guides / handbooks / toolkits covering this topic and I have use them.
- **Intergenerational learning environment**: No, I'm not aware of such documents and I'm not interested in knowing them; No, I'm not aware of such documents but I'm interested in knowing them; Yes, I'm aware of guides / handbooks / toolkits covering this topic but I never use them; Yes, I'm aware of guides / handbooks / toolkits covering this topic and I have use them.
- **Knowledge retention/transfer**: No, I'm not aware of such documents and I'm not interested in knowing them; No, I'm not aware of such documents but I'm interested in knowing them; Yes, I'm aware of guides / handbooks / toolkits covering this topic but I never use them; Yes, I'm aware of guides / handbooks / toolkits covering this topic and I have use them.

TURNING SILVER INTO GOLD THROUGH MANAGEMENT STRATEGIES THAT EFFECTIVELY ADDRESS AN AGEING AND MULTI-GENERATIONAL WORKFORCE

5.2. In case you are aware of or used any guide/handbook or toolkit covering the mentioned topics, please describe them here (including the name, summary, source where it is available).

5.3. From the list below, please indicate the main characteristics a guide/handbook or toolkit focused on the mentioned topics should have.

- **Regarding the format:** On-line (soft copy); Off-line (hard copy); Both on-line
- **Regarding the extension:** Less than 20 pages (Very short/focused); Between (Short/Focused); Between 50 and 100 pages (Long/Extensive); More than long/Extensive)
- **Regarding the target-groups (choose all you consider relevant):** Worke HR Managers; Managers/Board
- **Regarding the topics to be covered (choose all you consider relevant):** selection of senior candidates; Retention of talented senior workers; Training of senior workers; Career plans for senior workers; Job-design targeting senio work options for prolonging work life of senior workers; Flexible work opti retirement of senior workers; Multigenerational working teams; programmes for hosting new employees; Practices for effec transference/retention inside the company between workers of different age which)
- **Regarding the type of content (choose all you consider relevant):** Sta Practices, Practical Tips/Instructions; Exercises, Other (indicate which)

6. Training programmes

6.1. Do you know any training programme used to address the following topics?

- **Working age-friendly environment**: No, I'm not aware of training program topic and I'm not interested in knowing them; No, I'm not aware of trai focusing this topic but I'm interested in knowing them; Yes, I'm aware of trai focusing this topic but I've never deliver it; Yes, I'm aware of training program topic and I've already deliver it.
- **Active ageing strategies:** No, I'm not aware of training programmes focus I'm not interested in knowing them; No, I'm not aware of training program topic but I'm interested in knowing them; Yes, I'm aware of training program topic but I've never deliver it; Yes, I'm aware of training programmes focusing already deliver it.
- **Intergenerational learning environments:** No, I'm not aware of training pro this topic and I'm not interested in knowing them; No, I'm not aware of trai focusing this topic but I'm interested in knowing them; Yes, I'm aware of trai focusing this topic but I've never deliver it; Yes, I'm aware of training program topic and I've already deliver it.
- **Knowledge retention/transfer:** No, I'm not aware of training programmes and I'm not interested in knowing them; No, I'm not aware of training program

TURNING SILVER INTO GOLD THROUGH MANAGEMENT STRATEGIES THAT EFFECTIVELY ADDRES

topic but I'm interested in knowing them; Yes, I'm aware of training programmes focusing this topic but I've never deliver it; Yes, I'm aware of training programmes focusing this topic and I've already deliver it.

6.2. In case you are aware of or participated in training programme covering the mentioned topics, please describe them here (including the name, summary, source where it is available).

6.3. From the list below, please indicate the main characteristics a training programme focused on the mentioned topics should have.

- **Regarding the extension of the training course (in total):** Less than 2 days (Very short/focused); Between 2 and 10 days (Short/Focused); Between 10 and 30 days (Long/Extensive); More than one month (Very long/Extensive)
- **Regarding the target-groups (choose all you consider relevant):** Workers, Line Managers, HR Managers; Managers/Board
- **Regarding the type of training materials (choose all you consider relevant):** PowerPoints; Videos; Case Studies; Games; Role Play; Group dynamics; Quiz; Test; Individual work; Team work; Interactive e-learning; Other (indicate which)
- **Regarding the training topics and types of training (choose all you consider relevant):**

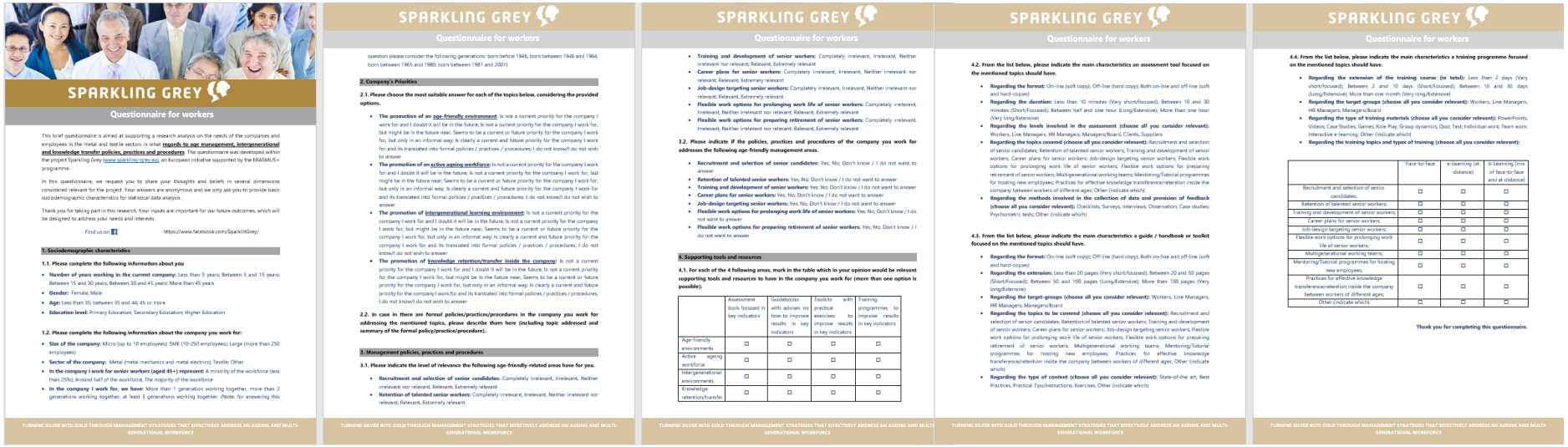
	Face-to-face	e-Learning (at distance)	b-Learning (mix of face-to-face and at distance)
Recruitment and selection of senior candidates;	☐	☐	☐
Retention of talented senior workers;	☐	☐	☐
Training and development of senior workers;	☐	☐	☐
Career plans for senior workers;	☐	☐	☐
Job-design targeting senior workers;	☐	☐	☐
Flexible work options for prolonging work life of senior workers;	☐	☐	☐
Multigenerational working teams;	☐	☐	☐
Mentoring/Tutorial programmes for hosting new employees;	☐	☐	☐
Practices for effective knowledge transference/retention inside the company between workers of different ages;	☐	☐	☐
Other (indicate which)	☐	☐	☐

Thank you for completing this questionnaire.

TURNING SILVER INTO GOLD THROUGH MANAGEMENT STRATEGIES THAT EFFECTIVELY ADDRESS AN AGEING AND MULTI-GENERATIONAL WORKFORCE

Figure 2 - Questionnaire for Trainers, Consultants and Guidance Professionals

QUESTIONNAIRES FOR WORKERS



SPARKLING GREY

Questionnaire for workers

This brief questionnaire is aimed at supporting a research analysis on the needs of the companies and employees in the metal and textile sectors in what **regards to age management, intergenerational and knowledge transfer policies, practices and procedures**. The questionnaire was developed within the project Sparkling Grey (www.sparkling-grey.eu), an European initiative supported by the ERASMUS+ programme.

In this questionnaire, we request you to share your thoughts and beliefs in several dimensions considered relevant for the project. Your answers are anonymous and we only ask you to provide basic sociodemographic characteristics for statistical data analysis.

Thank you for taking part in this research. Your inputs are important for our future outcomes, which will be designed to address your needs and interests.

Find us on https://www.facebook.com/SparklinGrey/

1. Sociodemographic characteristics

1.1. Please complete the following information about you

- **Number of years working in the current company:** Less than 5 years; Between 5 and 15 years; Between 15 and 30 years; Between 30 and 45 years; More than 45 years
- **Gender:** Female; Male
- **Age:** Less than 35; between 35 and 44; 45 or more
- **Education level:** Primary Education, Secondary Education; Higher Education

1.2. Please complete the following information about the company you work for:

- **Size of the company:** Micro (up to 10 employees); SME (10-250 employees); Large (more than 250 employees)
- **Sector of the company:** Metal (metal mechanics and metal electrics); Textile; Other
- **In the company I work for senior workers (aged 45+) represent:** A minority of the workforce (less than 25%); Around half of the workforce; The majority of the workforce
- **In the company I work for, we have:** More than 1 generation working together; more than 2 generations working together; at least 3 generations working together. (Note: for answering this question please consider the following generations: born before 1946, born between 1946 and 1964; born between 1965 and 1980; born between 1981 and 2001)

2. Company's Priorities

2.1. Please choose the most suitable answer for each of the topics below, considering the provided options.

- **The promotion of an age-friendly environment**: Is not a current priority for the company I work for and I doubt it will be in the future; Is not a current priority for the company I work for, but might be in the future near; Seems to be a current or future priority for the company I work for, but only in an informal way; Is clearly a current and future priority for the company I work for and its translated into formal policies / practices / procedures; I do not know/I do not wish to answer
- **The promotion of an active ageing workforce**: Is not a current priority for the company I work for and I doubt it will be in the future; Is not a current priority for the company I work for, but might be in the future near; Seems to be a current or future priority for the company I work for, but only in an informal way; Is clearly a current and future priority for the company I work for and its translated into formal policies / practices / procedures; I do not know/I do not wish to answer
- **The promotion of intergenerational learning environment**: Is not a current priority for the company I work for and I doubt it will be in the future; Is not a current priority for the company I work for, but might be in the future near; Seems to be a current or future priority for the company I work for, but only in an informal way; Is clearly a current and future priority for the company I work for and its translated into formal policies / practices / procedures; I do not know/I do not wish to answer
- **The promotion of knowledge retention/transfer inside the company**: Is not a current priority for the company I work for and I doubt it will be in the future; Is not a current priority for the company I work for, but might be in the future near; Seems to be a current or future priority for the company I work for, but only in an informal way; Is clearly a current and future priority for the company I work for and its translated into formal policies / practices / procedures; I do not know/I do not wish to answer

2.2. In case in there are formal policies/practices/procedures in the company you work for addressing the mentioned topics, please describe them here (including topic addressed and summary of the formal policy/practice/procedure).

3. Management policies, practices and procedures

3.1. Please indicate the level of relevance the following age-friendly-related areas have for you.

- **Recruitment and selection of senior candidates:** Completely irrelevant, Irrelevant, Neither irrelevant nor relevant; Relevant, Extremely relevant
- **Retention of talented senior workers:** Completely irrelevant, Irrelevant, Neither irrelevant nor relevant; Relevant, Extremely relevant
- **Training and development of senior workers:** Completely irrelevant, Irrelevant, Neither irrelevant nor relevant; Relevant, Extremely relevant
- **Career plans for senior workers:** Completely irrelevant, Irrelevant, Neither irrelevant nor relevant; Relevant, Extremely relevant
- **Job-design targeting senior workers:** Completely irrelevant, Irrelevant, Neither irrelevant nor relevant; Relevant, Extremely relevant
- **Flexible work options for prolonging work life of senior workers:** Completely irrelevant, Irrelevant, Neither irrelevant nor relevant; Relevant, Extremely relevant
- **Flexible work options for preparing retirement of senior workers:** Completely irrelevant, Irrelevant, Neither irrelevant nor relevant; Relevant, Extremely relevant

3.2. Please indicate if the policies, practices and procedures of the company you work for addresses the following age-friendly management areas.

- **Recruitment and selection of senior candidates:** Yes; No; Don't know / I do not want to answer
- **Retention of talented senior workers:** Yes; No; Don't know / I do not want to answer
- **Training and development of senior workers:** Yes; No; Don't know / I do not want to answer
- **Career plans for senior workers:** Yes; No; Don't know / I do not want to answer
- **Job-design targeting senior workers:** Yes; No; Don't know / I do not want to answer
- **Flexible work options for prolonging work life of senior workers:** Yes; No; Don't know / I do not want to answer
- **Flexible work options for preparing retirement of senior workers:** Yes; No; Don't know / I do not want to answer

4. Supporting tools and resources

4.1. For each of the 4 following areas, mark in the table which in your opinion would be relevant supporting tools and resources to have in the company you work for (more than one option is possible):

	Assessment tools focused in key indicators	Guidebooks with advises on how to improve results in key indicators	Toolkits with practical exercises to improve results in key indicators	Training programmes to improve results in key indicators
Age-friendly environments	☐	☐	☐	☐
Active ageing workforce	☐	☐	☐	☐
Intergenerational environments	☐	☐	☐	☐
Knowledge retention/transfer	☐	☐	☐	☐

4.2. From the list below, please indicate the main characteristics an assessment tool focused on the mentioned topics should have.

- **Regarding the format:** On-line (soft copy); Off-line (hard copy); Both on-line and off-line (soft and hard-copies)
- **Regarding the duration:** Less than 10 minutes (Very short/focused); Between 10 and 30 minutes (Short/Focused); Between half and one hour (Long/Extensive); More than one hour (Very long/Extensive)
- **Regarding the levels involved in the assessment (choose all you consider relevant):** Workers, Line Managers, HR Managers; Managers/Board, Clients, Suppliers
- **Regarding the topics covered (choose all you consider relevant):** Recruitment and selection of senior candidates; Retention of talented senior workers; Training and development of senior workers; Career plans for senior workers; Job-design targeting senior workers; Flexible work options for prolonging work life of senior workers; Flexible work options for preparing retirement of senior workers; Multigenerational working teams; Mentoring/Tutorial programmes for hosting new employees; Practices for effective knowledge transference/retention inside the company between workers of different ages; Other (indicate which)
- **Regarding the methods involved in the collection of data and provision of feedback (choose all you consider relevant):** Checklists; Surveys; Interviews; Observations; Case studies; Psychometric tests; Other (indicate which)

4.3. From the list below, please indicate the main characteristics a guide / handbook or toolkit focused on the mentioned topics should have.

- **Regarding the format:** On-line (soft copy); Off-line (hard copy); Both on-line and off-line (soft and hard-copies)
- **Regarding the extension:** Less than 20 pages (Very short/focused); Between 20 and 50 pages (Short/Focused); Between 50 and 100 pages (Long/Extensive); More than 100 pages (Very long/Extensive)
- **Regarding the target-groups (choose all you consider relevant):** Workers, Line Managers, HR Managers; Managers/Board
- **Regarding the topics to be covered (choose all you consider relevant):** Recruitment and selection of senior candidates; Retention of talented senior workers; Training and development of senior workers; Career plans for senior workers; Job-design targeting senior workers; Flexible work options for prolonging work life of senior workers; Flexible work options for preparing retirement of senior workers; Multigenerational working teams; Mentoring/Tutorial programmes for hosting new employees; Practices for effective knowledge transference/retention inside the company between workers of different ages; Other (indicate which)
- **Regarding the type of content (choose all you consider relevant):** State-of-the art; Best Practices, Practical Tips/Instructions; Exercises, Other (indicate which)

4.4. From the list below, please indicate the main characteristics a training programme focused on the mentioned topics should have.

- **Regarding the extension of the training course (in total):** Less than 2 days (Very short/focused); Between 2 and 10 days (Short/Focused); Between 10 and 30 days (Long/Extensive); More than one month (Very long/Extensive)
- **Regarding the target-groups (choose all you consider relevant):** Workers, Line Managers, HR Managers; Managers/Board
- **Regarding the type of training materials (choose all you consider relevant):** PowerPoints; Videos; Case Studies; Games; Role Play; Group dynamics; Quiz; Test; Individual work; Team work; Interactive e-learning; Other (indicate which)
- **Regarding the training topics and types of training (choose all you consider relevant):**

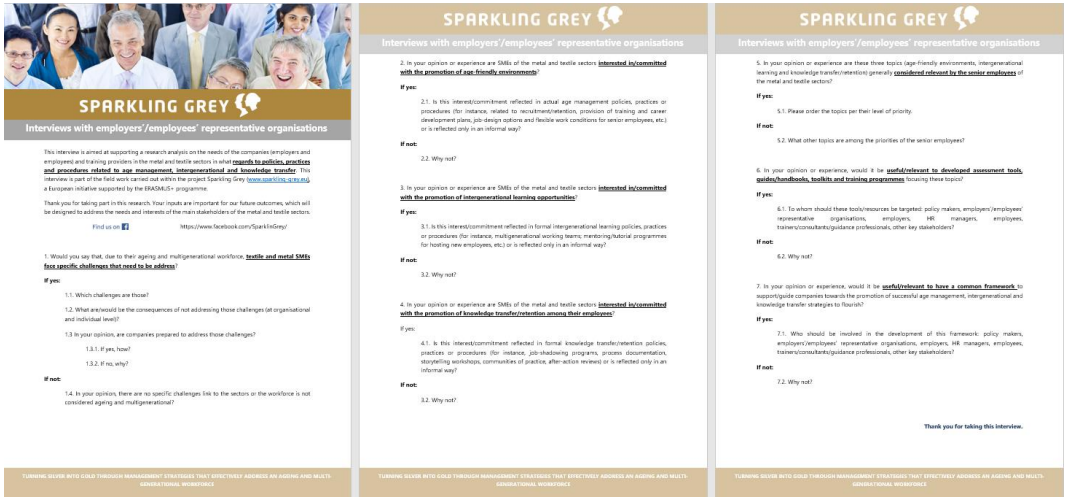
	Face-to-face	e-Learning (at distance)	b-Learning (mix of face-to-face and at distance)
Recruitment and selection of senior candidates;	☐	☐	☐
Retention of talented senior workers;	☐	☐	☐
Training and development of senior workers;	☐	☐	☐
Career plans for senior workers;	☐	☐	☐
Job-design targeting senior workers;	☐	☐	☐
Flexible work options for prolonging work life of senior workers;	☐	☐	☐
Multigenerational working teams;	☐	☐	☐
Mentoring/Tutorial programmes for hosting new employees;	☐	☐	☐
Practices for effective knowledge transference/retention inside the company between workers of different ages;	☐	☐	☐
Other (indicate which)	☐	☐	☐

Thank you for completing this questionnaire.

TURNING SILVER INTO GOLD THROUGH MANAGEMENT STRATEGIES THAT EFFECTIVELY ADDRESS AN AGEING AND MULTI-GENERATIONAL WORKFORCE

Figure 3 - Questionnaire for Workers

INTERVIEW GUIDE FOR EMPLOYERS/EMPLOYEES' REPRESENTATIVE ORGANIZATIONS



SPARKLING GREY

Interviews with employers'/employees' representative organisations

This interview is aimed at supporting a research analysis on the needs of the companies (employers and employees) and training providers in the metal and textile sectors in what **regards to policies, practices and procedures related to age management, intergenerational and knowledge transfer**. This interview is part of the field work carried out within the project Sparkling Grey (www.sparkling-grey.eu), a European initiative supported by the ERASMUS+ programme.

Thank you for taking part in this research. Your inputs are important for our future outcomes, which will be designed to address the needs and interests of the main stakeholders of the metal and textile sectors.

Find us on https://www.facebook.com/SparklinGrey/

1. Would you say that, due to their ageing and multigenerational workforce, **textile and metal SMEs face specific challenges that need to be address**?

If yes:

1.1. Which challenges are those?

1.2. What are/would be the consequences of not addressing those challenges (at organisational and individual level)?

1.3 In your opinion, are companies prepared to address those challenges?

1.3.1. If yes, how?

1.3.2. If no, why?

If not:

1.4. In your opinion, there are no specific challenges link to the sectors or the workforce is not considered ageing and multigenerational?

TURNING SILVER INTO GOLD THROUGH MANAGEMENT STRATEGIES THAT EFFECTIVELY ADDRESS AN AGEING AND MULTI-GENERATIONAL WORKFORCE

SPARKLING GREY

Interviews with employers'/employees' representative organisations

2. In your opinion or experience are SMEs of the metal and textile sectors **interested in/committed with the promotion of age-friendly environments**?

If yes:

2.1. Is this interest/commitment reflected in actual age management policies, practices or procedures (for instance, related to recruitment/retention, provision of training and career development plans, job-design options and flexible work conditions for senior employees, etc.) or is reflected only in an informal way?

If not:

2.2. Why not?

3. In your opinion or experience are SMEs of the metal and textile sectors **interested in/committed with the promotion of intergenerational learning opportunities**?

If yes:

3.1. Is this interest/commitment reflected in formal intergenerational learning policies, practices or procedures (for instance, multigenerational working teams; mentoring/tutorial programmes for hosting new employees, etc.) or is reflected only in an informal way?

If not:

3.2. Why not?

4. In your opinion or experience are SMEs of the metal and textile sectors **interested in/committed with the promotion of knowledge transfer/retention among their employees**?

If yes:

4.1. Is this interest/commitment reflected in formal knowledge transfer/retention policies, practices or procedures (for instance, job-shadowing programs, process documentation, storytelling workshops, communities of practice, after-action reviews) or is reflected only in an informal way?

If not:

3.2. Why not?

TURNING SILVER INTO GOLD THROUGH MANAGEMENT STRATEGIES THAT EFFECTIVELY ADDRESS AN AGEING AND MULTI-GENERATIONAL WORKFORCE

SPARKLING GREY

Interviews with employers'/employees' representative organisations

5. In your opinion or experience are these three topics (age-friendly environments, intergenerational learning and knowledge transfer/retention) generally **considered relevant by the senior employees** of the metal and textile sectors?

If yes:

5.1. Please order the topics per their level of priority.

If not:

5.2. What other topics are among the priorities of the senior employees?

6. In your opinion or experience, would it be **useful/relevant to developed assessment tools, guides/handbooks, toolkits and training programmes** focusing these topics?

If yes:

6.1. To whom should these tools/resources be targeted: policy makers, employers'/employees' representative organisations, employers, HR managers, employees, trainers/consultants/guidance professionals, other key stakeholders?

If not:

6.2. Why not?

7. In your opinion or experience, would it be **useful/relevant to have a common framework** to support/guide companies towards the promotion of successful age management, intergenerational and knowledge transfer strategies to flourish?

If yes:

7.1. Who should be involved in the development of this framework: policy makers, employers'/employees' representative organisations, employers, HR managers, employees, trainers/consultants/guidance professionals, other key stakeholders?

If not:

7.2. Why not?

Thank you for taking this interview.

TURNING SILVER INTO GOLD THROUGH MANAGEMENT STRATEGIES THAT EFFECTIVELY ADDRESS AN AGEING AND MULTI-GENERATIONAL WORKFORCE

Figure 4 - Interview Guide for Employers/Employees' Representative Organisations

1.2 Annex 2 - Assessment Methods from the Literature Review

Name	Description	Relevance to the project
Assessing People by job analysis, documentation analysis, past-oriented interviews, reference interviews, assessment centres, work samples and psychological tests.	Seven typologies raised: airline captain (analysis based on data like a captain pre-flight checklist), art critic (snap judgments based on intuition - judge a person quickly like a painting), sponge (soak up data unsystematically and analyse it randomly), infiltrator (try to became a quasi-member of the team), prosecutor (questions the target aggressively in a formal setting), suitor (impress the target) and terminator (don't believe in human capital evaluation, so they just buy and sell companies and replace the team when no longer performs). - Questionnaires content available.	Relevant
Assessing Occupational Safety and Health (OSH) in Small Business	Survey items: Management commitment (15 items); Employee participation (12 items); Workplace analysis (7 items); Hazard prevention and control (6 items) - Available table with OSH Survey Items.	Relevant
Age-Friendly Work Environment Scale	This Scale was developed to assess the extent to which employees view their organizations to manage employees of different ages effectively. (Please consult annexes to have access to the scale items - A - Engagement Scale; B - Overall Job Satisfaction Scale; C - Job Stress Scale; D - Turnover Intentions Scale; E - Age-Friendly Work Environment Scale Theorized Dimensions and Corresponding Items; F - Demographic and Work Variables).	**Very Relevant**
Checklist to evaluate an organisation's performance on age management	This checklist is divided into five sections. The first aims to determine if the organisation has gathered and processed information that can be used to consider if and how to introduce an age management system. The other four parts deals with areas to be taken into consideration when implementing a preventive age management system: career path, ongoing training, knowledge management and workplace adaptations associated with safety and health at work.	**Very Relevant**

Name	Description	Relevance to the project
Companies' self-diagnosis for intergenerational management	The article focuses on the intergenerational management, providing and suggesting practical and theoretical elements to manage employees of different ages placing solidarity at the centre of the dynamic.	**Very relevant**
Programme + 45	The "Program + 45" designed by Initiative France in partnership with AG2R La Mondiale is a tailor-made support system dedicated to seniors willing to start their own business. Focusing on the accompaniment of the person, before being interested in the project itself, this sort of personal help meets the specific needs of the senior population. At the same time, another objective called "Entrepreneurship" helps senior managers to assist them when they plan to set up or take over a company.	Not relevant
Job seeking assessment exercises	Applying for a job used to be straightforward: a single interview (or certainly no more than a brace) and that was it. But nowadays you are likely to face a longer, more drawn out process involving any or all of the following: Psychometric tests; personality tests; group discussions; group exercises; presentations; written reports or case studies, e-tray exercises.	Not relevant
Practical Performance Observation	Direct observation of production lines and employee performance. It includes checklists/observation lists that allow to control tasks and failures at the level of operations (labour classification, record production and material handling), personal time (physiological needs, conversation, other) alloyed work (machine failure, repair of machines, waiting for work, waiting for lines, occurrences). Checklists and observation lists allow to detect incidents and improve procedures.	
Competency diagnostic questionnaire	Use of document developed in Equal project (SAFTA), to assess skills of seamstresses. The SAFTA tool for use in a training context, allows to carry out the diagnosis of starting competences (through tests to measure specific and soft skills); Designing training exercises; Insert exercises and information; Define training plans adapted to the needs of trainees; Applying training/self-training to differentiated groups; Evaluate the results of the training.	

Name	Description	Relevance to the project
Method of Generation and Knowledge Transfer for Human Management and Management processes	Analysis of resources and capabilities, which seeks to identify the potential resources and skills that the company possesses, or to which it can access (Navas & Guerras, 1998). The theory of resources and capabilities is a tool that allows determining the internal strengths and weaknesses of the organization. By identifying resources and capabilities and establishing relative strengths, the company can adjust its strategy to ensure that these strengths are fully utilized and its weaknesses protected (Navas & Guerras, 1998). Also, the conditions of the Human Talent area are determined, the subjects of study are characterized and the necessary information is available to facilitate, to the participants, the activity of the company in the know how generation and transfer of those activities or processes that give a competitive advantage to the organization.	**Very relevant**
Observatory for the Human Talent Management. Free University Monitoring System - TH SIMUL	This Observatory allows the analysis of the information obtained in the processes of human management and knowledge. It fundamentally provides information on training, organizational culture and competitiveness. The strategic human management plan positions the different functions of the Human Talent area in a global context, analysing the appropriate relationships between them and linking them to the company's strategy. It also articulates the functions of planning, organizing, managing and controlling the activities necessary to create working conditions, in which staff develop their maximum potential within the company and a comprehensive development through their work.	Relevant

Name	Description	Relevance to the project
Diagnosis: management indicators for organizational culture and training (independent variables) and competitiveness indicators (dependent variable)	It analyses the information related to the organizational culture and the training needs that the company has. A) For organizational culture, the basic values and principles of an organization are identified, the degree to which they are known and shared by their staff, and the congruence they maintain with organizational behaviour in the development of their culture. The process of values formation can lead to desired behaviours, which contributes to raise the labour competencies and the competitiveness of the organization. (García & Dolan, 1997, Bolivar, Sánchez & García, s.f.). B) Training is a key activity of Human Resources Management. It is one of the elements that will constitute the human resources in the "basic competitive advantage" of the companies (Cuesta, 2008). The training needs indicate the criteria evaluated by the organization to implement and execute the training programs adopted. The criteria considered in determining the training needs of employees and managers are described, and the types of training adopted by the organization individually or group, identified. Likewise, they must consider the causes that can hinder the success of the organization. C) Competitiveness. The study of methods or work processes is a determining factor of business management, since, through these processes, the new value contributed by the human being with his work, or "living labour" is accomplished (Cuesta, 2008).	**Very relevant**
Self-evaluation checklist on different organizational topics	Self-evaluation topics on: Analysis of Age, Skill and Health Structure; Workplace Health Management; Corporate Education and Training; Knowledge Transfer, Redeployment of Older Workers and Career Development; Work Process Reorganisation, Flexible working time; Company Culture and Attitude (56 items in total).	**Very relevant**

Name	Description	Relevance to the project
Workforce Assessment Tool	The workforce assessment tool provides an evidence based approach to assessing and categorising the level of need for the health workforce.	Not relevant
Identification and Transmission of knowledge - **Structured interview**	The purpose is to analyse the company situation and all its effects before giving it advice on the methods that it might choose to implement to prevent knowledge leakage.	Not relevant

1.3 Annex 3 - Education and Training Programs from the Literature Review

Training Programs													
Name	Objective	Duration					Targets				Methods		
		1d	3d	1m	2m	1y	ER	EE	HR	O	E	F	B
European Certificate in Intergenerational Learning (ECIL)	Learners will be equipped with several tools and techniques for facilitating intergenerational relationships, including how to tackle issues such as stereotypes and the different needs that can exist between the generations. The fundamental principles of planning, implementing and evaluating intergenerational practice and learning will also be introduced throughout the course. Learners address the content of the module through self-reflection tasks, discussions, directed reading and a range of self-study tasks.									X	X		
Thematic Training Workshops	Training workshops about: Management Brief; Workshop 'Expert as teacher'; Workshop 'Co-Creating Innovation'; Workshop 'Visualising Innovation'; Evaluation form (generic); Designing for IGL Report; Evaluation items specific for each workshop.	X					X					X	

Name	Objective	Duration					Targets				Methods		
		1d	3d	1m	2m	1y	ER	EE	HR	O	E	F	B
Mentorship programme for middle managers	Objectives: Develop and support a leadership based on Age Management; Support changes in work organisation; Strengthening influence, flexibility, individuality, teamwork, training, etc.; Break the negative trends of high rates of sick-absences and early retirements (before 65).				X					X		X	
Lifelong Learning offer on human resources topics (Luxembourg)	Allow to everyone to: benefit from training to obtain an initial qualification; add to or improve knowledge; change its professional concepts; adapt to new technologies; enhance its personal knowledge. Topics on: Competitiveness and performance; assisting with recruitment; corporate social responsibility; assisting with social dialogue.						X	X	X	X		X	
The Employer Program	The whole program is based on teaching managers about retaining, retraining and recruiting older workers. It has different modules focused on specific work areas, such as hospitality, health or retail.						X				X		
Mid-Life Career Reviews	A self-training program to help employers prevent an early exit from working life and support later life working for older employees.						X				X		

Name	Objective	Duration					Targets				Methods		
		1d	3d	1m	2m	1y	ER	EE	HR	O	E	F	B
Senior Tourism Academy	It is a training program, certified by Turismo de Portugal, I.P. which is based on the combination of learning and the sharing of knowledge and experience, from an intergenerational perspective. The Senior Tourism Academy aims at encouraging a proactive attitude in promoting well-being, strengthening interpersonal and social relationships, contributing to the acquisition or improvement of knowledge about the tourism sector.									**X +55**		**X**	
"Entre a Guerra e a Paz"	The course "Entre a Guerra e a Paz" aims at promoting a reflection and analysis around five periods of history, from prehistory to the current peace missions. In charge of the Faculty of Arts and Humanities of the University of Lisbon, the course counts on the collaboration of specialists from other institutions.					**X**				**X +50**		**X**	
Vital Ageing Programme Through an E-Learning Program	Vital Ageing is a psychosocial programme of SANTANDER for promoting optimal ageing through training several contents related with active aging and healthy and adaptive attitudes.				**X**			**X**					**X**

Name	Objective	Duration					Targets				Methods		
		1d	3d	1m	2m	1y	ER	EE	HR	O	E	F	B
The experience counts	Promote the exchange of knowledge between older adults and young people so that new generations are nurtured and learn skills that improve their work capacity: • Ponder the effort and experience of older adults. • Revalorize and strengthen traditional trades. • Improve the working capacities of project participants.									X		X	
Ältere Dienstnehmer (Older employees)	In recent years, numerous models have been created that make it more appealing to employers to employ older workers. The different design possibilities also pose a particular challenge for personnel allocation. In this seminar, you will get an overview of the corresponding regulations and practical calculation examples. Content: • partial retirement a. forms of partial retirement b. calculation of salary compensation and partial retirement payment c. final accounting at the end of partial retirement period • partial retirement regulation since 01.01.2016 • peculiarities of older employees in Austrian tax law • practical examples	X					X		X			X	

Name	Objective	Duration					Targets				Methods		
		1d	3d	1m	2m	1y	ER	EE	HR	O	E	F	B
Start mit dem Computer – Leichter Einstieg für Anwender über 50 (Working with a computer, easy start for users older than 50)	Future IT users over 50 will get an overview of the basic functions for the practical work on the PC. Main contents include: • Dealing with Windows and file • Short introduction into MS Word as well as in the world of the Internet and e-mail • What should I do if I get an error message? Additionally, the course cover practical-oriented aspects such as: "How do I format something in Word and how do I create simple tables in Excel, e.g. for a shopping list or for an overview of my expenses?", "How to move in the Internet?", "Which antivirus software is suitable and what you have to look out for that your e-mail account remains secure.".		X					X				X	
Ältere MitarbeiterInnen – eine neue Herausforderung für Führungskräfte (Older employees - a new challenge for executives)	You are a manager, have employees of different age groups, and recognize their different requirements. Objectives: • reflect your own communication and leadership behaviour; • be aware of the individual strengths of your different employees and will be able to use them more purposefully in the future; • get used for changing your management approaches for aging staff and intergenerational collaboration.		X							X		X	

	Contents: • Management biography: Reflection of one's own professional career in the context of professional and private life phases; • Discover different leadership styles through your own and others' experience; • Use your regular staff interviews to identify strong and weak points of your employees; • Identify potential pairings of older and younger staff members for knowhow transfer; • Get aware of changing priorities, work styles and performance in different task categories.												
Mentorship program	The objective is to senior employee teach the young employees all the necessary skills and tacit knowledge that is essential for their position.				**X**			**X**				**X**	
Inclusion Learning Loop	Managing the challenges and opportunities of a multigenerational workforce training.	**X**								**X**		**X**	
Generational Diversity Training	Provide participants with an overview of the five generations in the workplace. Highlight strategies for communicating with members of each group. Address common challenges multigenerational workplaces often faced.	**X**					**X**		**X**				**X**
Multi-Generational Leadership Workshop	Leadership Skills for the 21st Century Workforce.		**X**				**X**		**X**				**X**

Name	Objective	Duration					Targets				Methods		
		1d	3d	1m	2m	1y	ER	EE	HR	O	E	F	B
Human Resources and Leadership Management	This online training course is comprehensive and is designed to cover key topics listed under the curriculum.				X		X	X	X		X		
Skills, Training and Development of Human Resources capability	Programmes and initiatives from the Singaporean's Government to develop skills and trainings.	X					X	X	X	X		X	

NOTE: 1d = 1 day / 3d = 3 days / 1m = 1 month / 1y =1 year / 2y = 2 years / ER = Employers / EE = Employees / HR = Human Resources staff / E = e-learning / F = face-to-face / B = Blended

1.4 Annex 4 - Exercises, Tips, Methods or Tools from the Literature Review

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
The Stakeholder Awareness Program (StAP)	This is the first tool that should be used. The StAP can help HRD professionals, knowledge and general managers and/or company trainers to: Diagnose the problems in the organisation regarding potential knowledge loss through ageing and underutilization of older knowledge workers; Identify the potential benefits of IGL for their organisation; Assess potential barriers for IGL.				**X**	Retention/transfer of knowledge Intergenerational learning	**X**		**X**
DIGL or "Doing IGL" Tools	Doing IGL is a guide for helping teachers, trainers, managers and others involved in human resources related activities to perform interventions that promote and facilitate the learning processes that are needed for intergenerational learning to occur effectively. Each of the tools is made up of a series of workshops and other interventions, a management brief giving the business case, a training pack for facilitators and evaluation forms geared to understanding both process and outcomes.				**X**	Intergenerational learning	**X**		**X**

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Human Resources bundles of recommendations	HR practices for aging workers can be classified into accommodative, maintenance, utilization and development HR bundles of practices. Development: Development on-the-job, training; Maintenance: Courses, Health checks, Performance appraisal, Safety and health training; Utilization: Job movement, Job redesign, Mentoring, On-time policy, Participation; Accommodative: Additional leave, Adjusted work planning, Demotion, Early retirement, Exemption from working in shifts and doing overtime, Semi-retirement, Reduced workload.		X			Age-friendly Senior Workers Prolonging work life/ preparing retirement	X		X
Typology of age management recommendations	It is based on two dimensions: level of organisational preparedness (A) and age awareness of HR policies (B). At the bottom of their hierarchical typology the focus is on reaching out to older workers to tackle the organisation's immediate skill shortages (reactive stance without any age awareness). Further up the hierarchy are approaches concerned with enhancing the older worker's individual resources, while still focusing on decreasing work demands for older workers (a proactive stance seeing ageing as a challenge). The top of the hierarchy forms the life-course approach, a proactive stance accommodating individual requests throughout the life-course.		X			Age-friendly Senior Workers Prolonging work life/ preparing retirement	X		X

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Recruitment recommendations	An example of a recruitment initiative that is part of what Wallin & Hussi (2011) termed a life-stage age management approach is UK07 Call Centre. Having a predominantly younger workforce, the company aims at increasing its mature workforce (50 plus) from currently 8% to 10% through innovative recruitment campaigns, targeting people at both ends of the age spectrum (rather than primarily the young) through different recruitment channels, while also working to improve the appeal of call centre work through better career development opportunities. Moreover, the company is also attracting mature people through its work with an intermediary organisation helping people back into work, including unemployed people seeking a career change, with job-related training being offered pre-and post-recruitment.		X			Senior Workers Active Ageing Attraction/ retention of talented employees	X		X
Recommendations for training, lifelong learning and knowledge transfer	Some organisations offered measures to help increase employability more generally through an individual training budget to facilitate career development (e.g. NL12 Municipality) or, more specifically, to enable people to take on jobs that are better aligned to their changed capabilities, extending employability in the long run, for example through innovative ways of job rotation. Others offered specific training to support organisational changes or restructuring, or gave financial assistance to employees to upgrade their skills at times when qualification requirements are changing. Formalising the mentoring role, with support from trade unions, led to increased job satisfaction and morale among mentors, and was also a cost-effective way for the company to train staff (P01 Shipyards).		X			Intergenerational Learning Retention/ transfer of knowledge	X		X

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Career development and mobility management dimensions' practices	In addition to other measures, career development is being paid more attention with some case study companies beginning to establish career reviews for people aged 45 or 50 and older. Opportunities for career development in nursing that involve taking on less physically demanding tasks while building on the specific skills and experience of (older) people are explored elsewhere (Jahn & Ulbricht, 2011; Roundtree, 2012). Designing new jobs to suit changed capacities of (older) workers was firmly on the agenda of one social care organisation at a time of staff shortages, but activities later somewhat stalled due to budget deficits and organisational changes (DK09 Care).			X		Senior Workers Attraction/ retention of talented employees Prolonging work life/ preparing retirement	X		X
Flexible working practices	Flexible working policies; additional flexibility informally, including working from home on occasions; number of additional days leave; relief contracts offer guaranteed number of hours with the option of taking on more hours; changes in working patterns; offering part-time work on request is part of the manager's retention strategy for older workers, along with other measures, such as providing scope for competence development (e.g. mentor training), interesting tasks and an engaging human resources management approach. Reduced hours while continuing to pay full pension contributions and others.			X		Age-friendly Attraction/ retention of talented employees	X		X

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Age Audit Tool's traffic light system	The Age Audit Tool's traffic light system of red (''requires urgent attention''), amber (''address if we have the resources, etc.'') and green (''we're doing fine'') enables the organization to identify how well it is doing and prioritize interventions. The Age Audit Tool tests the perceptions of both the older and younger employee. But the Age Audit Tool should just be the start of an organization's strategic review of its workforce to ensure it maximizes its chances of gaining a competitive advantage in the marketplace.					Age-friendly Attraction/ retention of talented employees			**X**
Active Interest Mentoring Scheme (AIMS)	Innovative retirement preparation program, the Active Interest Mentoring Scheme (AIMS), which utilized active interest development as a positive entry point through which to engage soon-to-retire people. Design and Methods: Each retiree received a one-year mentorship, six months before retirement. Adopting a quasi-experimental design, the study aimed at evaluating the efficacy of the AIMS in protecting retirees' well-being. The well-being status of 161 retirees was assessed at four-month intervals. Measures included self-esteem, life satisfaction, positive affect, depression, anxiety, and somatic symptoms.	**X**				Senior Workers Prolonging work life/ preparing retirement		**X**	
Human Resources Management Model	This model aims at limiting the negative effects of the generation gap at steelworks in Poland (methodology described in Excel file).			**X**		Multi-generational IGL Knowledge retention/transfer	**X**		

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Age management tools	The matrix of staff fluctuation management in reference to the work efficiency; Employee leasing. Large companies use such solutions (for example Xerox) referring to leased employees as "specialists" or "workers for special tasks". A banding system may be used to classify employees according to their age. Age monitoring helps to identify problems and develop reactive strategies. Employees with longer employment at the foundry are mentors for their newly recruited colleagues. Employers adapt their HR management tools to the needs of individual age groups. This applies mainly to training, motivation and recruitment.				X	Multi-generational Retention/ transfer of knowledge	X		X
Recruitment dimension practices	Positive approaches to age management in recruiting and explicit case studies and benefits for organisations available as well as Preconditions for "age-friendly" recruitment.		X			Active Ageing Attraction/ retention of talented employees	X		X
Training and lifelong learning practice	There is a wide range of good practices in this area. Explicit case studies and benefits for organisations available as well as Preconditions for effective training policies.		X			Multi-generational Retention/ transfer of knowledge			X

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Career development practice	Approaches that have been identified include identifying individual career ambitions and making related plans, tailoring career planning to occupational groups and using specialist advisors in systematic career consultation. (Explicit case studies and benefits for organisations available as well as Preconditions for effective career development programmes).		X			Active Ageing Prolonging work life/ preparing retirement	X		X
Flexible working time practices	Examples of good practice in this field include different forms of flexible working time practices. Explicit case studies and benefits for organisations available as well as Requirements for successful flexible working time measures.		X				X		X
Health protection and promotion and workplace design practices	The following key practices were identified: studies on health risks in the workplace; organisational health reports and working groups on health; the use of health experts to advise the organisation; employee surveys; employee participation and education; regular health checks; training supervisors and key workers in health management techniques; ergonomic workplace (re)design; preventive redeployment; health-promoting working time arrangements.		X			Age-friendly Senior Workers	X		X
Redeploying older workers	Good practice can be assured if redeployment is viewed as part of a preventive age management strategy geared to maintaining employability – particularly in terms of flexibility, qualification and skill enhancement and health protection. (Explicit case studies and benefits for organisations available as well as Preconditions for successful redeployment).		X			Active Ageing Attraction/ retention of talented employees	X		X

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Employment exit and the transition to retirement practices	Constructive approaches to exit and retirement policy include: preparatory measures for retirement at the corporate level; making counselling facilities available to former employees; aiding in the search for a new position, and others. Explicit case studies and benefits for organisations available as well as Preconditions for successful exit and retirement policies).		X			Senior Workers Prolonging work life/ preparing to retirement	X		X
Comprehensive approaches to age management	An emphasis on preventing age management problems; a focus on the entire working life and all age groups, not just older workers; a holistic approach that encompasses all dimensions of age management; others. Explicit case studies and benefits for organisations available as well as Preconditions for successful implementation of comprehensive approaches.			X		Age-friendly Senior Workers	X		X
Pre-requisites for successful age management	The document describes which are the essential ingredients for an integrated age management strategy. If such a strategy were implemented it would begin to eradicate the negative impact of ageing on various aspects of employment and ensure that organisations maximise their investments in their existing work forces.		X			Age-friendly	X		X
Repository of practical tools and guidance to manage an ageing workforce	Here we present some practical tools and guidance developed at national, EU and international levels to help organisations, and particularly small and medium-sized enterprises, to successfully manage an ageing workforce take positive action to minimise risk, even with a limited budget.				X	Age-friendly Senior Workers Intergenerational Learning	X		

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
E-guide on age management	The e-guide provides information on age management age sensitive risk assessment workplace health promotion and other relevant topics for employers, OSH professionals, HR personnel, and workers. It also contains case studies and a glossary explaining some frequently used terms.				X	Age-friendly Retention/ transfer of knowledge		X	X
Tripartite Committee Report on older workers (Singapore)	The final report of the Committee released in 2007 has recommended four key strategic thrusts as follows: (1) Expand employment opportunities for older workers; (2) Enhance the cost competitiveness of older workers; (3) Raise skills and value of older workers; (4) Shape positive perceptions towards older workers.		X			Age-friendly Attraction/ retention of talented employees	X		X
Leading Practices for Managing Mature & Older Employees in Singapore	Examples of leading practices adopted by 16 leading organisations (operating in Singapore) to tackle the issue.			X		Age-friendly Senior Workers Prolonging work life/ preparing retirement	X		
Re-employment practices from Singapore	Under the Guidelines, the following good re-employment practices that employers should consider adopting have been identified: Planning and preparing employees for re-employment; The re-employment contract; Recognising the contributions of re-employed employees; Assistance for eligible employees whom employers cannot re-employ.	X				Active Ageing Attraction/ retention of talented employees Prolonging work life/ preparing retirement	X		

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Benefits package for older workers	The list in order of priority consists of: comprehensive retirement package, comprehensive benefits package, work enabling the individual to learn and grow, work that is personally stimulating, workplace that is enjoyable, flexible work schedule, work that is worthwhile to society, 10% more in total compensation, flexible workplace, and two weeks' additional paid vacation. Flexible, individualised career paths, interest, and being valued are important.		X			Senior Workers Prolonging work life/ preparing retirement		X	
Career switching model	Aspects that were different and can be assumed to be decisive for the degree of success were information strategies and perceived employability. Access to professional coaching services supporting individual matching based on transparent competence records is an essential ingredient of career switching.			X		Active Ageing Prolonging work life/ preparing retirement		X	
Realising your potential model	The realising your potential model consists of five stages. Confidence and self-belief can be issues; however, they may be overcome by use of reflective learning techniques and recognition of past achievements, both of which can form a basis for increasing confidence and motivation levels.	X				Active Ageing Prolonging work life/ preparing retirement		X	

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Systems Thinking for Silver Workers	Systems thinking provides a background against which we can understand how the impact of the presence of silver workers in an organisation may have an effect that stretches way beyond merely solving the increasing shortage of specialists.	X				Attraction/ retention of talented employees Prolonging work life/ preparing retirement		X	X
Individual career interviews for employees over 55	Individual career interviews helped to address specific issues raised by employees regarding many topics, such as work organization, working conditions, scheduling, mobility, training.		X			Attraction/ retention of talented employees		X	X
Serious games for companies	This tool allows to remove stereotypes related to generations and to stress the importance of the organization of the work for the development of cooperation, taking advantage from the diversity of competences regardless of age.				X	Multi-generational	X		
Tools for Intergenerational exchange of competences	Exchange of competences, knowledge, experiences are the core of our activities.	X				Intergenerational Learning Retention/ transfer of knowledge		X	

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Exercises for Inter-generational teamwork	Emphasise the areas and goals that are common or shared at an organisational level, plus acknowledging each person's contribution. Awareness training and positive examples from the top of the organisation will help, or placing a mix of generations together in teams, because there is evidence that, for longer-term projects, a better outcome will be achieved when there is a heterogeneous grouping rather than a homogeneous grouping.	X				Multi-generational		X	
Intergenerational Mentoring Project	The work of Salford Education Business Partnership's Generations in Action and the Beth Johnson Foundation's Year 7 Intergenerational Mentoring Project, where older people have been recruited as volunteer mentors, demonstrate how intergenerational practice, using older people as a community resource, can support young people.		X			Intergenerational Learning		X	
Evaluation Systems	Systems for performance evaluation that consider sharing knowledge and willingness to collaborate.				X	Retention/ transfer of knowledge		X	
Coaching and Mentoring strategies to transfer knowledge	More personalized, time-based, personal-contact strategies such as coaching and mentoring are more appropriate for the transmission of tacit knowledge between older and young employees.		X			Retention/ transfer of knowledge		X	

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Tips to promote personal contact between the sender and receiver	There is no better way of transferring tacit knowledge than the personal contact between sender and receiver. Create coffee areas, canteen, where employees can exchange information. Weekend seminar meetings also foster greater employee interaction and stimulate confidence building.			X		Age-friendly Retention/ transfer of knowledge		X	
Promoting active ageing	The services offered to companies are: recruitment, selection of staff, preparation for retirement. To the elderly: set of workshops where they learn to face a job interview again, to make a curriculum and to understand the importance of aging actively.				X	Prolonging work life/ preparing to retirement Active ageing	X	X	X
Senior workers network site	Senior Work website promotes the participation and the meeting between those who are motivated to stay active and valid, value the experience and rescue the wisdom of the elderly.				X	Active Ageing Senior Workers		X	
Practices to promote older workers	The flexible day offered by the Bci company for cashiers seeks to incorporate the experience and wisdom of people over 60 to daily work (retirees, pensioners and people not active in the labour market). The company offers seniors work in different areas of the Bci Corporation in flexible day format.			X		Age-friendly Attraction/ retention of talented employees		X	

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Generation and Knowledge Transfer for Human Management and Management processes for SMEs in the city of Cali - Colombia	It is made up of three stages articulated with elements and activities. Actions are focused on two key success factors: organizational culture and training. The use of the model allows SMEs to optimize available resources and capacities, which is then reflected in employee performance and strengthening of the organizational culture.			X		Retention/ transfer of knowledge	X		X
Club senior in Telefonica CTC Chile	The members of Club Senior participate in activities of the company (administrative, distribution of equipment, collection) receiving remunerations. It tries to recover the concept of CTC family, welcoming people in the post-employment stage, with the benefit for the company to remain linked with people of great experience and commitment to the corporation.	X				Active Ageing Attraction/ retention of talented employees	X	X	
Employer Toolkit: Guidance for Managers of Older Workers	Guidance on: designing work for older workers; health and safety of older workers; wellbeing at work; recruitment; retraining/redeployment; learning and development; flexible working; taxation and older workers; phased retirement; legal requirements; developing a strategy for older workers; knowledge transfer; and performance management.				X	Age-friendly Prolonging work like/ preparing to retirement Retention/ transfer of knowledge	X		X

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Tips to retain older workers	This are some practical tips to help retain older workers: health and well-being; support with caring responsibilities; working time; managing retirement; countering prejudice and fostering an age-diverse culture.			X		Attraction/ retention of talented employees	X		X
Guidelines on managing multi-generational workforce	Guidelines which aim to assist companies in managing their multi-generational workforce effectively and efficiently. These principles are intended to guide employers during the assessment of existing diversity management practices, and the implementation of new, or revised, diversity management practices.			X		Multi-generational	X		X
Increasing the quality of employment of older workers	This is the main concept that the Korean government have aimed at providing better working conditions for senior employees. It includes regulations, aids, etc.		X			Age-friendly Senior workers		X	
Increasing re-employment instead of increasing the minimum age for retirement	To enhance the willingness of senior employees to return to the labour market after their retirement it is better to provide them with the opportunity to be re-employed at a fair wage.		X			Active Ageing Senior Workers	X		

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Continuously educate, train even the older employees.	Companies must realize that senior employees have a vast social capital which they can use to help the organization, therefore it is essential to provide these people with just as many opportunities to train themselves as they provide young employees with.		X			Active Ageing Senior Workers		X	
Exercises on transference of knowledge	How to Transfer Knowledge in Today's Multigenerational Workplace.	X				Multi-generational Retention/ transfer of knowledge	X		
Analysis of the relationship between Age and Productivity	Perform analysis of productivity variation across individuals that can allow a better understanding of how ages relate to work performance.		X			Multi-generational			X
Server for intergenerational knowledge transfer	A knowledge server is a website that provides elements of knowledge (e.g. a book of knowledge) and provides access to all knowledge resources related to this knowledge as part of a professional activity (URL links, documentation, working groups, databases, software, collaborative spaces, etc.).				X	Intergenerational Retention/ transfer of knowledge		X	
Top 10 tips for age management	Top Ten Tips to help organisations start to review and implement changes in their age management strategy and practices.		X			Multi-generational Intergenerational learning Age-friendly	X		X

Name	Description	Category				Concepts	Target		
		Ex.	Tip	Meth.	Tool		ER	EE	HR
Age-friendly employer practices	Examples of Age-friendly employer practices in Appendix A on Recruitment, Retention, Flexible Work Environment and Transition to retirement.		X			Attraction/ retention of talented employees Age-friendly Prolonging work life/ preparation to retirement	X		
Skills Checkpoint Pilot	Career Planning works as a self-assessment program in which the workers makes a self-evaluation following a series of steps marked by the program.				X	Active ageing Prolonging work life/ preparation to retirement		X	
Apprentice - senior instructor relationship method	With the apprentice instructor relationship method, according to Dessler (2001), the employee receives the training from an experienced worker or supervisor. Combine classroom instruction with on-the-job training.	X				Active Ageing Senior Workers		X	
Job rotation	The practice of moving employees between different tasks to promote experience and variety. It aims to increase motivation, efficiency and productivity.	X						X	

SPARKLING GREY

Turning silver into gold through management strategies that effectively address an ageing and multi-generational workforce

www.sparkling-grey.eu

Co-funded by the European Union

/SparklinGrey/

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project Nº.: 2016-1-PT01-KA204-022852