**AGEFACTOR CAMPAIGNS**

**Employers needs for a multi-disciplined approach to manage and assimilate mature workers and the contingent workforce into the organization.**

## Introduction

The AGEFACTOR CAMPAIGNS is to support enterprises, especially SMEs, in the improvement of age/diversity management processes and encourage employers to integrate fair employment practices when managing mature workers and the company’s diverse workforce. Campaigns will provide effective and easy-to-access training modules to facilitate the integration of innovative tools with more traditional ones and smooth the adoption of age-friendly practices at the workplace.

This toolkit includes a set of training activities designed with a diversified problem-based and context-based approach, to meet the different levels of engagement according to the entry level of the target group (for example in terms of digital and social media competences). Tools will be designed according to companies needs and attitudes (see O1).

**The objective of the AGEFACTOR CAMPAIGNS is to blend user-friendly e-learning (“pills”) with face-to-face training:**

1. Online “pills” will be made available (e.g. Youtube): short, simple and appealing training speeches will be circulated via email and/or social media; the Agefactor Ambassadors will be involved in the development of such “pills” and will provide useful tips about online recruitment, employer branding, and age/diversity management.

2. “Speed training” sessions will be designed. This is an innovative training method: short face-to-face training sessions (15/20 minutes) to be delivered to individuals as well as small groups, within the company premises or not. These sessions will be complementary to the “pills” and will allow employers to focus on specific issues according to their needs.

3. Success stories and case studies will also be widespread via email, social networks, and on the online platform (O4): interviews or simple and short articles/posts will prompt further learning, inspiration and reflection.

# OUTPUT 3 GUIDELINES

## Representative target groups

The representative target groups are:

## companies (especially SMEs) for the benefits and learning outcomes for the AGEFACTOR Campaigns;

## HR managers and managers at all levels in small and medium-sized enterprises.

## Numbers of participants

In the “light” version, the AGEFACTOR “testing team” will be available for a shorter time (maximum 4 month), in order to work with a lower number of participants (min. 10 mature unemployed workers and 3 companies in each partner country) and to enable partner’s technicians to adjust the tools before the official launch, to correct possible mistakes and to ameliorate some parts of the general framework.

In the “heavy” version, the target each partner country has to reach, is made up of at least 30 mature unemployed people and 9 different companies, especially SMEs (on the whole, 240 seniors and 72 enterprises).

## A1.S1 – Guidelines for the engagement of enterprises

Partners will need to adapt the tool to the local situation because the over50 group is diverse internally as well as cross-nationally. Particular attention will be paid to let the target groups understand benefits and learning outcomes of the AGEFACTOR experience, which will be different in nature from services already offered by public and/or private organizations and will try to combine and integrate existing tools with more innovative ones.

The ageing population has led to rethinking working life. In order to ensure better and longer working lives, active ageing and age management of a diverse workforce have gotten an important place in the development of policies related to the employees. In doing so, it is important to raise the awareness of all the participants of the process, which allows a to change of attitudes towards old age and ageing. The key persons in creating age-friendly work environment are mostly leaders at all levels.

Their role is to promote working ability and health and well-being in the workplace, which in turn brings benefits both employers as well as employees.

The purpose of the guidelines is to support enterprises in the improvement of age/diversity management processes and encourage employees to integrate fair employment practices when managing mature workers and the company’s diverse workforce.

**5 steps for improvement of age/diversity management processes for managing mature workers and the company’s diverse workforce are:**

1. Flexibility in management of work ability of workforce (ageing population and workforce, work ability and age profiling)
2. Commitment to diversity and understanding others (characteristics of each generation and

differences in workplace, cooperation between members of different of generations)

1. Managing age – diverse workforce (recruitment, training and career development, flexible working practices, occupational health and well-being, intergenerational cooperation, …)
2. Communication and motivation (communication skills, motivation, conflict resolution)
3. Digital tools and online recruiting (benefits of using digital tools for growth and development of company, social media presence, online recruiting)

Each of the 5 steps includes a set of tools and resources to let everyone develop the skill in a non- formal way, using a transmedia approach.

Table of objectives:

|  |  |  |
| --- | --- | --- |
|  | **Areas** | **Objectives** |
| 1 | Flexibility in management of work ability of workforce | To understand demographic changes and examples of activities to strengthen the work ability. The ability to adapt working styles and make work arrangements to cater to the needs of different groups of employees. |
| 2 | Commitment to diversity and understanding others | To know about the age stereotypes and prejudices. To learn awareness of different generations/culture, styles and values. To develop a ability to understand differences in team and help them feel valued.  |
| 3 | Managing age – diverse workforce | To understand the concept of age management and describe the various dimensions of age management. To make fair employment decision and to provide equitable oppourtunities. |
| 4 | Communication and motivation | To understand the significance of communication for the efficient management of an age diverse workforce. To communicate sensitively and effectively with a diverse team. |
| 5 | Digital tools and online recruiting | To understand importance of digital tools for overall branding of the company  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table of tools:** |  |  |  |  |  |  |  |
|  | **Exercises** | **Bibliography** | **Applications** | **Test** | **Video** | **Interviews** | **Workshop** |
| Flexibility in management of work ability of workforce |  |  |  |  |  |  |  |
| Commitment to diversity and understanding others |  |  |  |  |  |  |  |
| Managing age – diverse workforce |  |  |  |  |  |  |  |
| Communication and motivation |  |  |  |  |  |  |  |
| Digital tools and online recruiting |  |  |  |  |  |  |  |

4. A1.S2 - Guidelines and definition of the “Agefactor campaigns”

The proliferation of digital technologies in personal and business contexts, most notably in the advent of social networking platforms generates new modes of social interaction, dialogue, exchange and collaboration in different situational contexts, for instance between, individuals in a personal family and social capacity; the learner and educator; individuals as consumers and how they interact with business; businesses (public and private institutions) and how they engage with their consumers and other stakeholders. Digital is a pervasive force that is driving innovation and new opportunities by bringing individuals and organisations into an interconnected and ever changing digital realm.

Within the business domain businesses of all sizes are transitioning to a ‘go digital’ mode of behaviour with ‘e’ elements becoming an essential component of modern business. Trends such as virtualisation, cloud computing and social networking are likely to intensify in their presence in the ‘go digital’ process adopted in business, education, learning and social contexts. Accordingly, government policy focus is shifting from promoting ecommerce to a more holistic view of e-business and the development of associated e-leadership competencies and capabilities, enabling the productive use of digital technologies across and between business functions.

**4.1 “Agefactor campaigns” activities**

* Definition of required learning outcomes of AGEFACTOR campaigns and main points where the AGEFACTOR is different from services already offered by public and/or private providers.
* Definition of key messages – based on identified benefits of AGEFACTOR for the companies.
* Selection of “ambassadors” and production of “online pills” which are based on key messages (short films or animations which emphasise the key topics and benefits for the companies).
* Engagement with relevant stakeholders (Chambers of Commerce, employment services (sectors that work with employees) … in order to disseminate AGEFACTOR message to a broader target audience.
* Development of a coherent online presence (Partner’s websites, platforms, social media), agreement upon messaging on online channels and methods for evaluation of success.
* Promotion of AGEFACTOR campaign through other activities of partners (meetings with employees, conferences, personal contacts…).

**“Ambassadors” from companies need to address the changing age best practices on three areas:**

1. HR age measurement and strategies - Strategies to encourage aging employees to work past the traditional retirement age. Essential to retaining workers, of all ages, is the organization’s ability to recognize the strengths of a multi-generational workforce and the supervisor’s ability to manage the dynamics that may occur in a diverse work environment. In a rapidly changing economic environment, businesses must continually assess the nature of the work to be done, and how this translates to needed workforce skill sets and the technical infrastructure to remain competitive. To effectively utilize its human capital, an organization also needs to understand the nature of its workplace, as well as the composition of its workforce.
2. Management commitment - Manager’s competencies – leading divers’ teams, that they can be a role model with living the organisation values and demonstrating inclusive behaviour, and they are able to effectively lead diverse teams, and supervise colleagues of different backgrounds (e.g. age, nationality, race/culture, gender).
3. Employee’s competencies and engagement - Employee participation is essential to employee performance: employee participation in decision-making that affects their work; opportunities for employees, of all ages, to develop new skills and competencies; and access to flexible work options are especially important to older workers.
	1. Recruitment and Selection - Employers should take full advantage of the opportunities to select individuals with specific talents, experiences, and perspectives from diverse age groups.
	2. Training and Development – equipping employees with the knowledge and skills to work effectively in diverse teams. Organisations should develop training programmes to equip employees and managers with the skills to be more effective in working with and leading diverse teams. In developing a training framework for organisation, there is a broad range of training for employees areas which you can consider (Organisational vision, strategy and values in creating an inclusive and harmonious work environment for all employees, Self-awareness: understanding one’s preferences and how it affects their decisions and relationship with others, Understanding others: nationality, culture, generation, gender, Communication skills and strategies, Coaching and mentoring team members from different profiles, Inclusive recruiting, training and performance management, Managing employee populations: e.g. mature employees, different nationalities)
	3. Performance Management - Ensure that the career planning and performance management systems within organisation facilitate inclusive in workplaces. Assessing employees on their ability to work effectively in a diverse team and/or manage a diverse team. Including Mentorship programmes and Reverse mentoring.

For detecting the potential participants/“ambassadors” , we can use 4 – 5 different tools in order to verify the age management standards and to analyse companies practise. These tools are used during single interviews.

* Assessment grid 1 (Age Equity Checklist), on which on keys areas age – management standards are met their expectations and therefore related gaps. This tool could be both online and offline.
* Assessment grid 2 (Foundational practices collection).
* Mature Age employment self – assessment tool (Data collection).
* Action plan for preparation the age management strategies
* Age Factor Ambassador agreement: to accept to be a “role model”.

Assessment grid 1:

**Age Equity Checklist**

**Policy Development**

Do you . . .

* consult with your mature-aged employees about:

- older persons’ perceptions of your organisation?

- what they want in a job?

- conditions of work?

* include older employees on advisory committees and other policy-making committees?
* encourage mature-aged people to participate in the development, implementation and evaluation of policies, programs and services which affect them?
* use an advisory committee including older managers and workers, retirees and community members or customers to help you assess their perceptions of your employment package and recruitment strategies?
* regularly examine your organisation’s policies and practices in recruitment, hiring, performance appraisal, career development, training, promotion and termination to check for age discrimination or negative stereotyping?
* know what the attitudes of your supervisors, managers and other workers are towards older workers?
* equate volunteer work and life experience with paid work experience when considering a candidate for a job or promotion?
* regularly review *outcomes* of employment practices, such as recruitment and training?
* periodically conduct age audits to examine your organisation’s age profile and to pinpoint possible barriers to employing mature-aged workers?

**Job Design**

Do you . . .

* redesign jobs to make them more challenging, increase worker autonomy and responsibility and work satisfaction?
* objectively assess the health requirements of the job irrespective of the age of applicants or potential applicants?
* adjust aspects of the job or the workplace to match workers’ needs in terms of mobility, ergonomics or other requirements?

**Recruitment and Selection**

Do you . . .

* regularly review your recruiting process to be sure that it is positive and does not intimidate or frustrate older job applicants?
* ensure references to and implications of age are removed from job descriptions and job application forms?
* ensure job advertisements do not state age?
* sensitise all managers to the value of hiring and promoting mature-aged workers?
* ensure that part-time workers have equal access to benefits and conditions?
* rehire your own retirees or those of other agencies for part-time and full-time jobs?
* maintain a list or data-base (including retirees and other qualified mature-aged workers) to fill temporary positions?
* tap into agencies and networks that involve the older population you want to recruit? These include:

- volunteer groups;

- employment agencies for mature-aged workers such as Mature Workers Program;

- professional associations;

- service, community and other organisations; and

- adult education and training centres.

* target recruitment advertising to reach older workers?
* hold special events to get potential older employees to your place of business?
* promote your agency as an equal opportunity employer through employment expos and vacancy advertisements?
* train your interviewers to be sensitive to the concerns of older applicants?
* train your interviewers to recognise the values of older peoples’ skills and the importance of paid or unpaid work and life experience?
* have interviewers explain any specialised training you offer including what trainees will learn, how long the training will last, the method of learning, and how trainees will be evaluated?

**Training and Development**

Do you . . .

* have an age-neutral training assistance program for employees?
* consult mature-aged employees about their re-skilling and re-training needs?
* evaluate the effectiveness of training programs for older workers and, if necessary, modify programs to meet their skill needs and incorporate their past experience?
* encourage *all* employees to participate in formal and informal training and development including job rotation, and on-the-job training?

sensitise all managers and workers to age stereotyping and show them how stereotyping can lead to unfair treatment of older workers?

* set goals with managers that include equitable training and development, and full utilisation of older employees? Recognise managers who meet these goals through performance evaluation?
* educate managers about age discrimination laws?
* relate new techniques and practices to the older trainees’ past experiences and encourage them to use past experience in new situations?
* provide multi-skilling, retraining and new career paths for older workers?
* provide access to career planning programs?
* offer formal or informal mentoring roles to mature-aged or experienced workers?
* ensure training methodologies are appropriate for people of all age groups?

**Performance Management**

Do you . . .

* have an age-neutral performance management system?
* offer an incentive program that appeals equally to employees of all ages?
* ensure that the work performance of all employees is evaluated against work-related criteria only?
* ensure that older workers are not subjected to more stringent evaluations than other employees?

**Flexible Work Practices**

Do you . . .

* provide alternatives to traditional full-time work such as part-time work, working from home, relief employment or job sharing?
* build on the strengths of older employees in work teams, where their experience and good work habits will have a positive impact on performance?

Mark the statements what is made at your company and revealed weaknesses for developing new practices and age management strategies.

Assessment grid 2:

|  |
| --- |
| **Foundational practices** |
|  | Check all statements that apply to your firm. |
| **Leadership and Commitment** |  |
| **1** | We have defined and communicated the strategic link between workplace inclusiveness and business success |  |
| **2** | Our senior management models and articulates their commitment to workplace inclusiveness through their actions and communications |  |
| **3** | We have appointed senior executives who look into reviewing and introducing policies and practices to promote workplace inclusiveness. |  |
| **4** | We have set aside a dedicated budget on initiatives to promoteworkplace inclusion |  |
| **5** | We have dedicated staff assigned to track and develop initiativesto promote workplace inclusiveness  |  |
| **6** | The business case for workplace inclusiveness is clearly articulated and communicated within the organisation |  |
| **Staff recruitment, retention, training and development** |  |
| **7** | We recruit employees which have the most appropriate qualifications and experience for the job, regardless of their age, gender or nationality |  |
| **8** | In our recruitment process, we take into consideration the ability of candidates to work with or lead diverse teams |  |
| **9** | All employees are assessed based on their ability to perform their tasks, regardless of age, nationality or gender |  |
| **10** | All employees are required to set developmental goals and monitor results tied to workplace inclusiveness and harmony. This could include their ability to work with employees of different backgrounds. |  |
| **11** | We have put in place training programmes to help our employeesimprove their ability to communicate and work in a team withmembers of different backgrounds |  |
| **12** | We have put in place training programmes to help our line managers manage teams of diverse backgrounds, including managing team of different nationalities and age groups. |  |
| **13** | All line managers are required to set developmental goals and monitor results tied to the effectiveness with which they manage and promote workplace inclusiveness within their teams. |  |
| **Workplace culture** |  |
| **14** | We organise regular workplace activities (e.g. team building, family day) that provide opportunities for employees to interact with one another |  |
| **15** | Our workplace is designed to be open with common areas toencourage socialisation amongst staff |  |
| **16** | We design our workplace to take into consideration the needs ofvarious employee populations (e.g. nursing rooms for mothers,prayer room, anti-slip flooring for mature workers) |  |
| **17** | We regularly conduct activities to build awareness andpromote positive staff attitudes to promote inclusiveness (e.g. talks, posters, programmes to promote positive staff attitudes and equip staff with tools/tips on working with colleagues of different backgrounds) |  |
| **18** | We have a mentorship programme to ensure that employeesof different backgrounds receive development support andguidance in their careers |  |
| **19** | We have a conflict resolution process to manage and resolveconflicts between employees |  |
| **20** | We provide training and development opportunities for all staff regardless of their age |  |
| **21** | We monitor participation in training and development activities by age group |  |
| **22** | We consider the needs of mature age workers when designing training programs |  |
| **23** | We offer the opportunities for coaching and mentoring roles for mature age workers |  |
| **24** | We have channels for employees (e.g. counseling support) toraise instances of conflicts or abuse and obtain confidentialadvice and support |  |
| **HR Measurement** |  |
| **25** | We regularly measure the culture of workplace inclusivenessand harmony in the organisation (e.g. through employeesurveys, focus groups, tracking of disputes) to identify areas forimprovement |  |
| **26** | We regularly track employee demographics and measuresthe rate of recruitment, retention and promotion of employeesof different profiles (e.g. gender, nationalities, age) to identify,address and prevent any discriminatory practices |  |
| **27** | We regularly measure how workplace inclusiveness and harmonycontributes to the business outcomes of our organisation (e.g.sales targets, market penetration) |  |
| **28** | The data collected is used at senior management levels tomonitor the organisation’s performance |  |
| **29** | Initiatives to promote workplace inclusiveness and harmony areregularly reviewed for effectiveness and improvement |  |
| **Please add up the number of checks in this section** | **/29** |

**Assessment tool:**

**Mature age employment self-assessment tool**

1. What is the age profile of your workforce?

|  |  |  |
| --- | --- | --- |
| **Age** | **Number** | **Percentage** |
| 16 – 21 years |  |  |
| 22 – 44 years |  |  |
| 45 – 59 years |  |  |
| 60 – 65 years |  |  |
| 65+ years |  |  |
| TOTAL |  |  |

2. What positions/jobs do mature age workers fill?

|  |  |  |
| --- | --- | --- |
| **Age** | **Positions/jobs** | **Number** |
| **45 - 54 years** |  |  |
| **55 - 64 years** |  |  |
| **65+ years** |  |  |

3. Which of these positions/jobs are critical to your organisation? And of those, which are filled by mature age workers?

|  |  |  |
| --- | --- | --- |
| **Age** | **Positions/jobs** | **Number** |
| **45 - 54 years** |  |  |
| **55 - 64 years** |  |  |
| **65+ years** |  |  |

4. What are the rates of absenteeism, staff turnover, injury time lost and workers compensation claims by age?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Age** | **Absenteeism** | **Staff turnover** | **Injury time lost** | **Workers compensation claims** |
| **16 – 21 years** |  |  |  |  |
| **22 – 44 years** |  |  |  |  |
| **45 – 59 years** |  |  |  |  |
| **60 – 65 years** |  |  |  |  |
| **65+ years** |  |  |  |  |
| **TOTAL** |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **5.** | Is this workforce data part of your management reporting arrangements? | **YES** | **NO** |
| **6.** | Do you know the retirement intentions of your workforce? | **YES** | **NO** |
| **7.** | Do you know the factors which are influencing the retirement decisions of your workforce? | **YES** | **NO** |
| **Human resource management policies** |
| **8.** | Do you have an Equal Opportunity policy? | **YES** | **NO** |
| **9.** | If yes, is age included in this policy? | **YES** | **NO** |
| **10.** | Are staff aware of age discrimination legislation? | **YES** | **NO** |
| **11.** | Do you ensure that age is never used as a factor in staff recruitment / training / development or exit procedures? | **YES** | **NO** |
| **12.** | Do you offer flexible working arrangements to employees regardless of age? | **YES** | **NO** |
| **13.** | Do you track the uptake of flexible working arrangements by age? | **YES** | **NO** |

|  |  |  |  |
| --- | --- | --- | --- |
| **14.** | Are all staff aware of workplace behaviours that could be perceived as harassment, discrimination or victimisation on the grounds of age? | **YES** | **NO** |
| **15.** | Do you have a skills / knowledge transfer policy and programs in place? | **YES** | **NO** |
| **16.** | Are health and wellbeing programs in place to support your staff as they get older? | **YES** | **NO** |
| **17.** | Do opportunities for carers’ leave apply to people caring for elderly relatives? | **YES** | **NO** |
| **18.** | Do you offer phased / gradual retirement? | **YES** | **NO** |
| **19.** | Do you offer retirement planning assistance? | **YES** | **NO** |
| **20.** | Do you have policies and practices in place to promote and support age diversity? | **YES** | **NO** |
| **21.** | Is the business case for employing and retaining mature age workers well understood in your organisation? | **YES** | **NO** |
| **22.** | Are managers trained in age-friendly employment practices? | **YES** | **NO** |
| **23.** | Are your managers trained to negotiate, monitor an support flexible work practices? | **YES** | **NO** |
| **24.** | Do you have support across all levels of your organisation for improving your performance in these areas? | **YES** | **NO** |
| **Recruitment and induction** |
| **25.** | Do you evaluate the cost of recruitment and training and their impact on the company bottom line? | **YES** | **NO** |
| **26.** | When filling new positions do you consider full-time, part time and casual job-share arrangements? | **YES** | **NO** |
| **27.** | Do you monitor attrition rates among new recruits? | **YES** | **NO** |

**Action plan:**

An Action Plan typically sets out the agreed actions to be taken to achieve the strategy: who is

responsible, the timeline for achievement, the anticipated results and then, when the plan is

reviewed, the result actually achieved.

**Preparation for the Action Plan**

1. Use the ‘NO’ responses from your checklist to determine what needs to be reviewed

and improved.

2. Agree who should take the review forward.

3. Agree who should be involved and informed (e.g. personnel officers, line managers,

supervisors and health and safety officers).

4. Agree and document timelines for checking and introducing changes.

5. Provide and maintain well-informed and clear contact points for inquiries, concerns

and information.

**Actions**

1. Record the starting position as a result of the review.

2. Move through the following areas where your self assessment revealed weaknesses,

conduct a review of current procedures using assessment grid 1 and 2 as a reference point, and

remove poor practice:

* recruitment
* selection
* training and development
* health and wellbeing
* management / supervisor skills
* redundancy
* retirement.

**Action Plan template**

Organisation / Division / Team:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strategy | Action | Who is responsible? | When?  | Anticipated result  | Actual result |
|  |  |  |  |  |  |